

# Collaborative governance towards developing organizational culture for Santisimo Rosario Elementary School, San Pablo City

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## Abstract

This study aimed to look at the possible prediction of school organizational culture on collaborative governance in Santisimo Rosario Elementary School. It answered the following questions: To what extent is the level of the school organizational culture in terms of professional/ teacher collaboration, affiliative collegiality, self-determination, and learning partnership?; to what extent is the level of collaborative leadership governance in terms of valuing teachers' ideas, trusting teachers' professional judgments, exercising rewards system, collaborating with the teachers, sharing responsibilities, protecting instruction and planning time, supporting risk-taking and innovation in teaching, keeping the teachers informed, praising teachers and involving teachers in the decision-making process? and is there a significant prediction between the organizational culture and the collaborative governance of Santisimo Rosario Elementary School? There were 20 teacher-respondents selected and a descriptive research design was employed. One-sample t-test and multiple regression analysis were used to answer the inferential questions.

Keywords: collaborative governance; organizational culture; collaboration; affiliative collegiality; self-determination; partnership

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## 1. Introduction

Organizational theorists have long reported that paying attention to organizational culture is the most important action that a leader can perform. Educational theorists have likewise reported that the principals' impact on learning is mediated through the climate and culture of the school and is not a direct effect. Watson (2016) warned us that if the culture is not hospitable to learning then student achievement can suffer. Resnick (2017) reminded us that school principals are responsible for establishing a pervasive culture of teaching and learning in each school.

Organizational Culture, in simplest terms, is described as the people's beliefs and perceptions of their workplace (Sackney, 2018). Culture is a term that tries to capture the informal, implicit, often unconscious side of any human organization. Schein (2016) defined culture as a pattern of the group learned assumptions that are taught to new members. These assumptions include the current and historical decisions that are made within a group to solve problems. These decisions are based on institutional heroes and traditional ways of handling decisions and situations within a school setting. Culture is the knowledge and symbols that frame the interpretations and standards of appropriateness within a group or group setting. A strong positive culture enables people to feel better about what they do, so they work harder.

Cultural literature has focused on change, suggesting that an effective organization may be defined as one which creates a culture that inspires its members to pursue continuous improvement through change. This change has the capacity to make people proactive and creative problem-solvers. Leaders must realize the power of culture within an organization. Organizational culture has been identified as a critical element, vital to successfully improving the teaching and learning in schools (Cansoy, 2017).

Lakomski (2017) studied the claim that it is necessary to change an organization's culture to bring about organizational change and concluded that there is a causal relationship between the role of the leader and organizational learning. Taylor and Williams (2016) argued that as accountability through tests has become a threat, school principals need to work on long-term cultural goals to strengthen the learning environment. They contended that the concept of instructional leader is too limited to sustain school improvement. He promoted the idea that school principals serve as change agents to transform the teaching and learning culture of the school.

With this, the researcher sees the practices of the teachers in his present working station and the styles of governance that the principal employs. This leads him to conduct this study on determining the possible prediction that exist between the culture in Santisimo Rosario Elementary School and the governance that is employed by the principal.

### 1.1. Background of the study

The organizational culture of Santisimo Rosario Elementary School and the perception of teachers in terms of Collaborative governance in the school were the concern of the present study.

**On Professional Collaboration** as a dimension of school organizational culture, the current situation of the school in terms of professional collaboration is manifested in the way the teachers work together to come up with projects and activities and to improve the teaching-learning process. For one, the assignment of teachers as working committees for the school-based management validation is a manifestation of the professional collaboration that exists. Moreover, the practice of holding teaching demonstrations among peers adds to this component of culture.

**In terms of Affiliative Collegiality**, as mentioned in the previous paragraph, teachers in school work together on different tasks and value the ideas of everyone. They engage in holding activities to enjoy each other's company.

**On Self-Determination**, teachers practice waiting for the school head to give instructions first in everything they do in school. This is to make sure that the school head who is accountable for anything that may arise in school is informed. This is a manifestation that although there is an awareness of the vision and mission of the school, teachers in school are still cautious in exercising assertive decision making.

**In Learning Partnership**, the partnership that exists between teachers and parents, as well as other stakeholders, is evident in the school. Moreover, parents have their knowledge of what is happening in the school. They generally support the activities and undertakings of the school.

**In terms of Collaborative Governance**, of the most observable practices of governance in this school is the protection of time for instruction and planning. This is manifested in the school heads' practice in monitoring the classes and submission of observation tools and teachers' accomplishments.

Given all these situations of the school organizational culture, the researcher aimed to study the scientific evidence of the prediction of the organizational practices and collaborative governance that exist in Santisimo Rosario Elementary School.

### 1.2. Statement of the Research Problem

This study aimed to look at the possible prediction of school organizational culture on collaborative governance in Santisimo Rosario Elementary School, School Year 2020 - 2021. Specifically, it seeks to answer the following questions:

1. To what extent is the level of the school organizational culture in terms of
  - 1.1. Professional/ teacher collaboration;
  - 1.2. Affiliative collegiality;
  - 1.3. Self-determination; and

#### 1.4. Learning Partnership?

2. To what extent is the level of collaborative leadership governance in terms of:

- 2.1. Valuing Teachers' Ideas;
- 2.2. Trusting teachers' the professional judgments;
- 2.3. Praising teachers;
- 2.4. Involving teachers in the decision-making process;
- 2.5. Allowing teachers to work together;
- 2.6. Keeping the teachers informed;
- 2.7. Rewarding teachers for new ideas and techniques;
- 2.8. Supporting risk-taking and innovation in teaching;
- 2.9. Protecting instruction and planning time; and
- 2.10. Encouraging teachers to share ideas?

3. Is there a significant prediction between the organizational culture and the collaborative governance of Santisimo Rosario Elementary School?

#### 1.3. Hypotheses

- H<sub>0</sub>1:** The responses of the respondents do not vary significantly from each other as to perception of Professional/teacher collaboration
- H<sub>0</sub>2:** The responses of the respondents do not vary significantly from each other as to perception of Affiliative Collegiality
- H<sub>0</sub>3:** The responses of the respondents do not vary significantly from each other as to perception of Self-determination
- H<sub>0</sub>4:** The responses of the respondents do not vary significantly from each other as to perception of Learning Partnership
- H<sub>0</sub>5:** There is no significant prediction of organizational culture on Valuing Teachers' Ideas (CG1)
- H<sub>0</sub>6:** There is no significant prediction of organizational culture on Trusting teachers' professional judgment (CG2)
- H<sub>0</sub>7:** There is no significant prediction of organizational culture on Praising teachers (CG3)
- H<sub>0</sub>8:** There is no significant prediction of organizational culture on Involving teachers in the decision-making process (CG4)
- H<sub>0</sub>9:** There is no significant prediction of organizational culture on Allowing teachers to work together (CG5)
- H<sub>0</sub>10:** There is no significant prediction of organizational culture on Keeping teachers informed (CG6)
- H<sub>0</sub>11:** There is no significant prediction of organizational culture on Rewarding teachers for New Ideas and Techniques (CG7)
- H<sub>0</sub>12:** There is no significant prediction of organizational culture on Supporting risk-taking and innovation in teaching (CG8)
- H<sub>0</sub>13:** There is no significant prediction of organizational culture on Protecting instruction and planning time (CG9)
- H<sub>0</sub>14:** There is no significant prediction of organizational culture on Encouraging teachers to share ideas (CG10)

#### 1.4. Significance of the Study

This study may give the following the awareness in planning and organizing seminars, training and conferences to improve school heads responsibilities.

#### **Superintendents**

This study may yield vital information in identifying problems/conflicts that arises in school culture as well as solutions to social problems.

#### **Principal**

This study can help the school heads to have additional information on the existing organizational culture. Create a culture of learning throughout the school and with that, they can adapt or modify different practices that they can apply in their own school. School heads should understand good management practices in order to create or improve employee/teachers' productivity and performance, eliminate redundancy, and increase education quality.

#### **Teachers**

This study may contribute useful insights to enable them to adapt and adjust the school culture of the school. Through this, they may improve themselves and work harmoniously with their superiors and realize the importance of cooperation in an organization.

#### **Students**

This study can encourage them to be n active participants of school and community. With the use of adopted techniques in learning, they may be able to change.

#### **Parents**

This study can provide benefits to them including their children as to readiness to face those changes in school culture and even on the school administrators' leadership styles and be knowledgeable enough on the development of interpersonal skills.

#### **Community**

This study may benefit the community for them to be able to utilize and upgrade learning for global competition. It can be useful for them to share their experience to be a good motivator of different skills.

#### **To the Researchers**

To future researchers, this study may offer literature and findings that they may find useful in the conduct of their studies.

### **1.5. Scope and limitations of the Study**

The study was conducted at Santisimo Rosario Elementary Schools in the Division of San Pablo City. The focus was on the school organizational cultures on the Collaborative Governance. The respondents were 20 public school teachers, School Year 2020-2021. It was conducted to identify the existing school culture on the school collaborative governance. To also find out what other means a school principal may use or how they would strengthen and further enhance their roles to ensure that the school system would achieve its goals and objectives for the benefit of the school community as a whole.

### **1.6. Definition of Terms**

The following have been defined operationally for purposes of the study.

**Affiliative Collegiality.** The support of other teachers and school staff can also contribute to the success of a teacher's classroom management planning and follow-through.

**Collaborative Governance.** It is a management practice in which members of a leadership teamwork together across sectors to make decisions and keep their organization thriving. Embracing collaboration at this high level also demonstrates to employees that they, too, should approach their work in a similar, collective way

**Learning Partnership.** It is the formation of a learning unit between two students who purposefully assist each other to acquire the skills, knowledge, and attributes necessary to attain one's learning goals. Learning Partners actively, yet voluntarily, seek each other to facilitate many aspects of their learning.

**Mean Percentage Score (MPS)** . It indicates the ratio between the number of correctly answered items and the total number of test questions or the percentage of correctly answered items in a test.

**Organizational culture.** It is the collection of values, expectations, and practices that guide and inform the actions of all team members. It is the collection of traits that make the school what it is. Culture is created through consistent and authentic behaviors, not press releases or policy documents.

**Professional/ Teacher Collaboration.** share learning practices and experiences, support one another in trying new strategies and teaching moves, a partner in responding to student and classroom data, and work together to develop curriculum and implement new school initiatives.

**Self-Determination.** It is the motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference.

## 2. Review of Related Literature

The review of related literature focuses on the discussion of the following variables: Professional Collaboration, Affiliative Collegiality, Self-Determination, Learning Partnership and Collaborative Governance.

The reason that organizations are created and developed is to act upon goal-oriented, specific purposes to accomplish something together as a group. The fact that individuals cannot accomplish some things alone is the meaningful and purposeful reason for the formation of groups or organizations to be created and sustained. Once an organization is formed, a culture begins to form as well. Schein (2016) explains that “**organizational culture** is created by shared experience, but it is the leader who initiates this process by imposing his or her beliefs, values, and assumptions at the outset” he further explained that culture basically springs from three sources: (a) the beliefs, values and assumptions of founders of organizations, (b) the learning experiences of group members as their organization evolves, (c) new beliefs, values and assumptions are brought in by new members and leaders. On the other hand, organizational or school culture awareness assists in raising work values, according to San Miguel and Pascual (2021). In their study, 8 out of 15 work values (management, surroundings, associates, aesthetics, prestige, independence, variety, and economic return) significantly increased after that the respondents have been introduced to the four dimensions of school culture: individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity.

**Professional collaboration** has also been shown to have a significant positive association with both organizational commitment and teachers' job satisfaction, (Torres, D. G., 2019). Also, according to Organisation for Economic Co-operation and Development (2020), Teacher collaboration is a crucial part of a teacher's professional practices. It needs to be supported in challenging learning environments, in particular, and to be reinforced for the COVID-19 crisis. Teaching and Learning International Survey (TALIS 2018) finds that teacher collaboration is associated with greater innovation (measured by the use of cognitive activation practices) in the classroom and higher levels of self-efficacy and job satisfaction among teachers. Furthermore, Collaboration with colleagues allows teachers to learn from each other's expertise, share knowledge within their professional community, and, ultimately, improve the instruction and support they can give to their students. Based on the latest results from the OECD's Teaching and Learning International Survey (TALIS 2018), this Teaching in Focus brief sheds light on how collaboration among teachers constitutes a key source of professional support, especially for those teachers who work in schools with a high concentration of students from socially and economically disadvantaged backgrounds. Furthermore, professional collaboration among colleagues can act as a support system for teachers facing the various challenges posed by working with students from socio-economically disadvantaged

backgrounds. TALIS findings also indicate that professional collaboration is associated with higher use of cognitive activation practices in the classroom, such as giving tasks that require students to think critically or having students work in small groups to come up with a joint solution to a problem. Lastly, the Centre for Inclusive Education. (2021, February 1) mentioned a review of the DSE that took place in 2020, and professional collaboration was raised as a driver for inclusive education during the public webinars that took place. The last DSE review was in 2015 and the final report it was acknowledged that designing and implementing reasonable adjustments requires “a high level of skill on the part of providers” (p. ii). Teachers internationally report a lack of the requisite knowledge and skills to effectively include students with disability with the result that students may not receive the adjustments they need when they need them, leading to more serious difficulties over time.

**On discussions about Affiliative Collegiality**, according to Betzler, Monika & Löschke, Jörg. (2021), philosophical account of collegiality involves both descriptive and normative elements: it needs to establish what qualifies two or more people as colleagues and it needs to explain the potential value and normativity of relationships between colleagues. An ‘uncollegial’ colleague is someone who refuses to accept that these special reasons apply to her. Collegial relationships will flourish if colleagues accept that they have special reasons to realize these relationship goods. Two interesting conclusions that can be drawn from our account are that one has to be proficient at one’s job to be a good colleague and that we are more likely to be better colleagues if we regard the work we do as valuable. They also mentioned that two collegial relationship goods stand out in particular: collegial solidarity and collegial recognition. These goods are multidimensional in the sense that they both have several aspects which demonstrate in what ways collegial relationships can flourish and hence be of particular value. Collegial solidarity is probably the more obvious good that colleagues have a special reason to provide within their relationship. An important dimension of solidarity is assistance: when A shows solidarity with B, then A (attempts to) help B in a manner that is to be specified because of their perceived similarity. How exactly colleagues help each other depends on which dimensions of sameness they share and what makes them colleagues in the first place. The second important collegial relationship good is collegial recognition: colleagues are in a unique position to assess and validate their work-related experiences and abilities. The difference between solidarity and recognition is not always clear-cut: some cases of collegial recognition might also count as collegial solidarity, but whereas solidarity is typically achieved while acting on behalf of one’s colleague, recognition is brought about by one’s behavior towards one’s colleague. Like collegial solidarity, collegial recognition concerns work-related matters and is based on the shared features that make two people colleagues in the first place. It also has several dimensions. Only colleagues can fully recognise each other’s professional skills, abilities and contributions to common work-related goals. Moreover, Damis (2018) mentioned that Collegiality is based on explicit policies and procedures through formal structures but does not require collaboration to adhere to expectations. At the optimal end of the spectrum was the collaborative culture, where career learning occurred. Teachers in this type of environment seek professional development opportunities, demonstrate confidence in their professional abilities, welcome student data analysis, encourage team teaching and open honest discussions where shared decisions are made.

**On discussions about Self-determination**, Cherry, K. (2021, March 15) said that **self-determination** is an important concept that refers to each person's ability to make choices and manage their own life. This ability plays an important role in psychological health and well-being. Self-determination allows people to feel that they have control over their choices and lives. It also has an impact on motivation—people feel more motivated to take action when they feel that what they do will affect the outcome. The concept of self-determination has been applied to a wide variety of areas including education, work, parenting, exercise, and health. Research suggests that having high self-determination can foster success in many different domains of life. Self-determination theory suggests that people are motivated to grow and change by three innate and universal psychological needs. Self-determination can play an important role in how people function in many different areas of their lives. Feeling in control and intrinsically motivated can help people feel more committed, passionate, interested, and satisfied with the things that they do.



Furthermore, Kaplan, H. (2021) asserts that Self-Determination Theory emphasizes the quality of motivation and therefore refers to different types of motivation, which are classified according to the individual's level of self-determination. The SDT distinguishes between different types of extrinsic motivations along a continuum of internalization: Extrinsic motivation: The activity is performed due to external pressures (e.g., hope for material rewards or desire to avoid punishment). Introjected motivation: The activity is performed due to internal pressure (e.g., the desire to win love or appreciation, or to avoid rejection, feelings of guilt or shame, or the desire to preserve self-worth). Identified motivation: The individual acts out of identification with the value or behavior, recognizing the importance of the activity or understanding its connection to his or her goals. Integrative motivation: The result of the full internalization of extrinsic motivation. The individual perceives the activity as congruent with his or her identity and as relatively important for other activities.

**On Learning Partnership**, a learning partner is an expert in the community or somebody who can help us take our learning from the classroom and apply it into the real world. Learning partners also bring their passion into the classroom. Learning partners increase teacher content knowledge (Minero, E. 2016). The concept partnership is used to describe various ways of organizing the collaboration between a teacher education institution and the schools where student teachers have their practicum. Ideally, partnerships are intended to strengthen schools and teacher education institutions. The partnership is a strategy to structure, organize, strengthen and professionalize teacher education, while simultaneously renewing teaching practices in both institutions. In addition, there is an ambition that partnerships should contribute to teachers' professional learning beyond initial teacher education. Staff at collaborating universities is, for instance, expected to mentor newly educated teachers. The ambition is that all parties learn something new through research collaboration while jointly investigating educational practices and planning collaboratively instruction and supervision. Some studies describe the collaboration between teacher education institutions and local communities (NGOs or local businesses), (Lillejord, S., & Børte, K., 2016).

Huanming (2021) mentioned that implementing **collaborative governance** is turning good intentions and the formal respect of protocols into real collaboration. Collaborative governance implementation requires leadership across an inter-organizational and multi-actor environment. Collaborative Governance is about identifying/being aware of/dealing with the initial conditions of collaboration and the broader context or system in which cross-sectoral governance is situated. We seek ways of structuring and institutionalizing the collaboration in smart and effective ways that are deemed critical to achieving success and performance. The intentional and deliberative design and implementation of Collaborative Governance arrangements can result from a deeper awareness of process and structure, as well as requiring active and smart management strategies and leadership roles to be used and played while acknowledging the importance of being aware of downsides, risks, and constraints in doing so. Effective Collaborative Governance must be accountable, it must lead to public value and effective outcomes, and, in many countries, it must be democratically legitimate. Moreover, Sackney (2018) mentioned that principals who are assertive instructional leaders promote high expectations for students by continuously focusing on instruction and emphasizing the importance of academics and student achievement. They must be excellent role models with a well-articulated mission statement. Culture-changing leaders use the collaborative process for decision-making and maintain an ongoing staff development program that regularly receives and discusses staff performance. These behaviors can positively change or enhance a school's culture and positively enhance student achievement.

## 2.1. Synthesis

The review of related literature and studies cited enhanced the present study on the organizational culture and organizational citizenship in order to bring light to in the development of an enhancement plan to affect school performance. .

There were several studies that discussed the importance of organizational culture.

On Organizational culture components, OECD states that Professional Collaboration is a crucial part of teachers' professional practices which needs to supported in challenging learning environments.

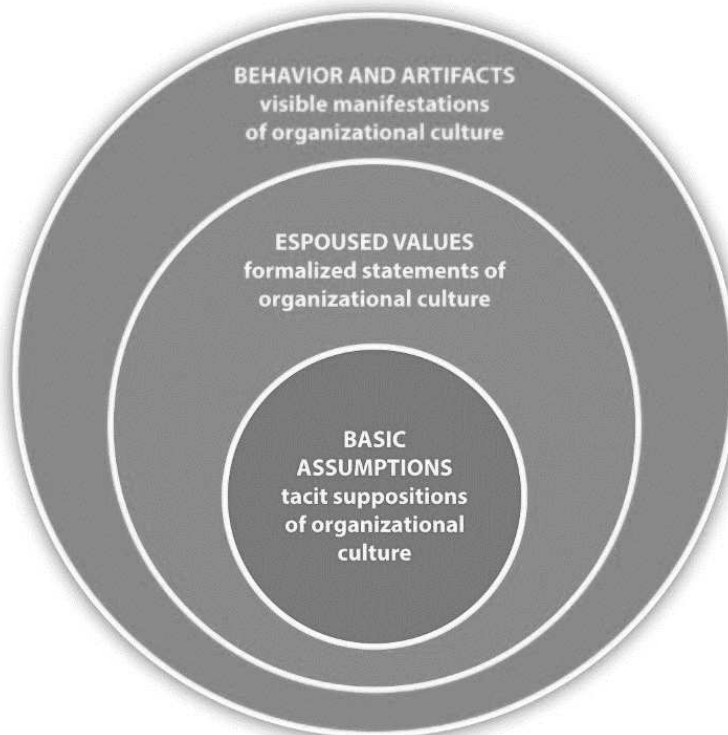
Affiliative Collegiality as highlighted by Betzer, Monika and Loschke Jorg stating that one has to be proficient at one's job to be a good colleague if we regard the work we do as valuable.

Self-determination was elaborated by Cherry K as an important concept that refers to each person's ability to make choices and manage their own life.

Minero has pointed out that Learning partnership occurs when an expert in the community can help teachers take learning from the classroom and apply it into the real world.

Collaborative Governance was highlighted by Huaming saying that Collaborative Governance is turning good intentions and the formal respect of protocol into real collaboration.

### 2.3. Theoretical Framework



**Figure 1: Three Levels of Organizational Culture**

Schein (2016) described three levels of organizational culture, one of which is artifacts. Artifacts refers to the concrete and easily observable things noticed when entering an organization. Artifacts evoke an emotional sense and appeal to what one sees, hears and feels. Schein (2016) clearly distinguishes the fact that it is dangerous to try to infer deeper assumptions from artifacts alone as the interpretations one has is directly a projection of one's own feelings and reactions. Hence, the placement of artifacts at level one, the surface level, of the organization's culture. The artifacts that exist in the organization's environment are the "climate" of the organization and are ambiguous.

Observers must gain evidence about why they exist before the artifacts become more clearly understood by them. Once an observer "lives" in the organization long enough and the greater understanding of artifacts becomes apparent, then and only then can an attempt be made to analyze the espoused values and beliefs, which is the next level of organizational culture.



Distinct from artifacts, Schein (2016) explained that espoused beliefs and values of an organization are what predict the behaviors that can be observed at the artifacts level. The strategies, goals and philosophies are the espoused values or justifications for actions that take place in the organization. The overt behaviors illustrate the espoused values to observers, but there can be inconsistencies between some of the espoused values and the visible behaviors. The reason for the inconsistencies is a deeper level of thought and perception driving the overt behaviors. In order to truly gain a more thorough understanding of the organizational culture, one must decipher what is going on at the deeper level of underlying assumptions.

The third and deepest level of organizational culture is the underlying assumptions. Schein (2016) defined underlying assumptions of organizational culture as what can be considered the “norms” or a set of assumptions or expectations held by the members of a group or organization concerning what kind of behavior is right or wrong, good or bad, appropriate or inappropriate, allowed or not allowed and are usually not articulated spontaneously, but members can state them if asked to do so. For example, “We should not swear or use foul language in this group” or “we should get to meetings on time”. These assumptions become taken for granted and are very powerful in an organization. As new members become indoctrinated they learn these assumptions and live by them as a part of the social unit of the organization. “In fact, if a basic assumption comes to be strongly held in a group, members will find behavior based on any other premise inconceivable” (Schein, 2016).

In addition to the three levels of organizational culture, an element of the work Schein did in the field of organizational psychology became an integral part of his theory on organizational culture. That extension from earlier work is the elaboration of internal integration and external adaptation dynamics and how they are interdependent and manifested in organizational culture. Internal integration and external adaptation are what Schein (2016) described as the problems the organization faces. Problems of internal integration deal with the organization's ability to manage itself as a group. If it cannot, then it will not survive. Some problems of internal integration are common language, consensus on group boundaries (who is in, who is out), consensus on power and status, consensus on intimacy or peer relations, consensus on rewards and punishments and consensus on ideology. The organization must determine the solutions to those problems in order to survive internally. Problems of external adaptation are those that determine the organization's ability to survive in the environment. Problems of external adaptation are strategy development, goal development, means to accomplish goals, performance measurement and correction or remediation for not accomplishing goals. There will always be elements beyond the control of the group (i.e., political upheaval, weather, economic resources) that will, to a degree, determine its fate. However, solutions to adaptation are critical for it to survive.

The artifacts, espoused values and beliefs, and underlying assumptions are the three levels that define an organizational culture. Organizational culture is that which solves the problems of an organization but it is imperative to recognize and solve the problems of internal integration and external adaptation in order for survival of the organization. Schein (2016) noted that “perhaps most important of all, you begin to realize that there is no right or wrong culture, no better or worse culture, except in relation to what the organization is trying to do and what the environment in which it is operating allows”.

Schein (2016) claimed that one can study organizational culture in a variety of ways but the purpose of the study must match the chosen method. The key is to properly assess organizational culture without flaw in order to truly make use of the assessment.

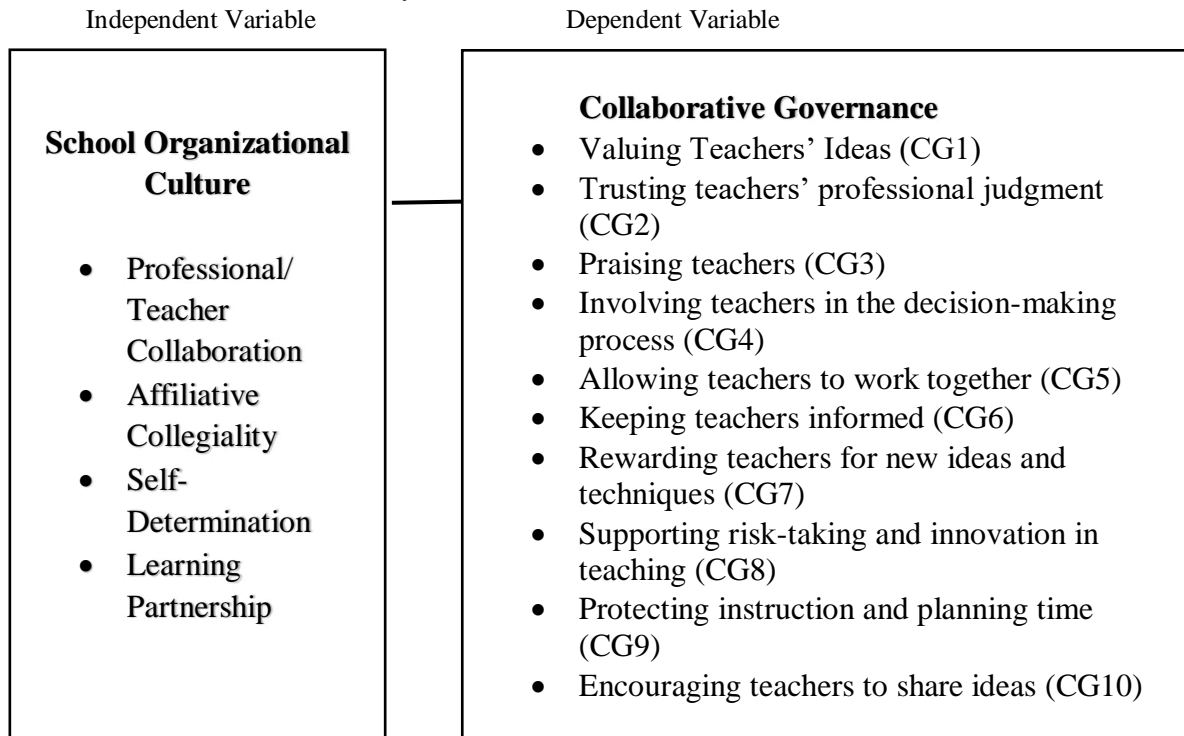
In regard to the three levels of organizational culture, artifacts, espoused values and beliefs, and underlying assumptions, he notes that one can gather information and draw conclusions about organizational culture by observing and assessing the artifacts.

However, one can easily draw incorrect conclusions by only observing the artifacts ... on the other hand, by digging deeper into the levels of organizational culture is the key to proper assessment. One must be a part of the organization before she or he can truly know and understand the culture, yet, as a researcher it is imperative that a proper level of involvement with the subjects be maintained. For example, “if we

want to understand more of what is going on, we must get more involved through becoming a participant or ethnographer, but we do not, in this role, want the subjects to become too directly involved lest we unwittingly change the very phenomena we are trying to study". Schein noted that there are both quantitative and qualitative methods of inquiry that can be matched with three levels of subject and researcher involvement in order to assess organizational culture. However, he distinctly notes that a survey cannot be used as questions are often not understood by individual employees and it is not possible to design a survey with enough questions to be all encompassing in gathering data (Schein, 2016). "If we are going to decipher a given organization's culture, we must use a complex interview, observation, and joint-inquiry approach in which selected members of the group work with the outsider to uncover the unconscious assumptions that are hypothesized to be the essence of the culture" (Schein, 2016).

### Conceptual Framework

The conceptual framework provided consists of independent variables and dependent variables which were considered in the study.



**Figure 2. Research Paradigm of the Study**

Figure 2. Illustrates the paradigm of the study. The independent variables are (1) Professional/Teacher Collaboration, (2) Affiliative Collegiality, (3) Self Determination, (4) Learning Partnership; and the The dependent variable is (5) Collaborative Governance.

### 3. Methodology and Statistical Treatment

When it comes to solving social and economic issues and improving the standard of living, collaborative governance has received a lot of attention in the 21st century. When multiple stakeholders are involved in collaborative governance, they all bring a unique set of skills and perspectives to the table. A better way to explain it is that this form of government involves bringing together a wide range of stakeholders

and governmental entities in a single forum to reach collective decisions. Rather than relying on a single group of experts to solve a problem, collaborative governance involves bringing together a variety of stakeholders from a variety of fields to work together on coming up with solutions that draw on the distinct strengths and views of each group.

This chapter presents the research design, respondents of the study, sampling technique, data gathering procedure, research instrument and statistical treatment utilized in conducting the research.

### 3.1. Research Design

The study used the descriptive research design through survey questionnaires and documentary analysis. Survey method of research will be utilized to describe and interpret. Gay and Airasian (2012) said that descriptive research determines and describe the way things are and may compare how subgroup view issues and topics. The descriptive method is useful for investigating a variety of educational problems and issues. Typical descriptive studies are concerned with the assessment of attitudes, opinions, preferences, demographics, practices and procedures.

According to Zulueta (2012) mentioned that descriptive research seeks to provide about one or more variables. It is used to answer the question “what exists?” This question can be answered in one or two ways using quantitative methods or qualitative methods.

This study aimed to determine the prediction of the school organizational culture dimensions to collaborative governance in Santisimo Rosario Elementary School.

### 3.2. Sample and Sampling Technique

In this study, total population sampling was used. TPS is a type of purposive sampling where the whole population of interest (i.e., a group whose members all share a given characteristic) is studied. In practice, total population sampling is done when the target group is small and set apart by an unusual and well-defined characteristic.

In this study, 100 % distribution of samples to teachers of Santisimo Rosario Elementary Schools in the Division of San Pablo City as respondents. The total respondents were twenty (20).

### 3.3. Research Procedure

The researcher prepared his dissertation title proposal after it has been presented to his adviser for approval. Then he began to make his chapters 1 to 3. The research proposal was presented to his adviser for some technical assistance to further improvement of his research study. When it was approved the researcher constructed some self-made questionnaires for the data he needed to gather for his study.

When the proposal was being checked and already approved, first, the researcher secured permit to the office of the principal before the data needed were gathered. After the researcher received the approval from the office of the principal, he conducted his study and personally distributed the questionnaires.

After the questionnaires were accomplished, the results were tallied and tabulated. These data became the bases of analysis and interpretation for final steps which was the summary of findings, conclusion and recommendation ready for the final defense of the research study.

### 3.4. Research Instrument

The instrument used was the questionnaire adapted from Grunert (1996) and Wagner (2006). The questionnaire was composed of simple close-ended questions eliciting the status of the school organizational culture. This survey measures three cultural behaviors: professional collaboration, affiliative and collegial relationships, and self-determination/efficacy. It was designed for

teachers and administrators, with self-report statements scored on a 5-point Likert scale based on the frequency of occurrence. (Wagner, 2006, p. 43).

The instrument used the Likert scale system to find out and to assess the existing organizational culture.

Range	Numerical	Verbal Interpretation
4.01-5.00	5	Always Observed
3.01-3.99	4	Often Observed
2.01-2.99	3	SOMetimes Observed
1.01-2.99	2	Rarely Observed
0.01-0.99	1	Never Observed

In addition, teacher-made questionnaire was used as an instrument to gather adequate data and information in this study.

In the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires and interview schedules were therefore used as instruments for data collection.

### 3.5. Statistical Treatment

In order to answer the specific problem in this study, the following statistical treatment were used.

Mean and standard deviation was used to determine the extent level of the school's organizational culture of Santisimo Rosario Elementary School in the Division of San Pablo.

One sample t-test was used to determine the agreement of respondents in each indicator for school organizational culture.

$$t = \frac{\bar{X} - \mu}{\frac{S}{\sqrt{n}}}$$

To find out the significant predictions between the school's organizational culture and the school collaborative governance, Regression analysis was applied in the computation.

$$\hat{y} = a + bx$$

$$a = \frac{n \sum_{i=1}^n x_i^2 \sum_{i=1}^n y_i - n \sum_{i=1}^n x_i \sum_{i=1}^n x_i y_i}{n^2 \sum_{i=1}^n x_i^2 - n (\sum_{i=1}^n x_i)^2}$$

$$b = \frac{n \sum_{i=1}^n x_i y_i - \sum_{i=1}^n x_i \sum_{i=1}^n y_i}{\frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2}{\sum_{i=1}^n y_i (x_i - \bar{x})}}$$

## 4. Presentation, Analysis and Interpretation of Data

This portion of the study highlights the findings that result from the investigation. Tables were used to depict the data in an interesting manner, followed by interpretation and analysis.

**Table 1: Extent Level on Perception on Organizational Culture in terms of Professional Collaboration****One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
PTC1	20	4.0000	.64889	.14510
PTC2	20	4.1500	.81273	.18173
PTC3	20	3.9500	.68633	.15347
PTC4	20	3.8000	.69585	.15560
PTC5	20	4.1000	.64072	.14327
PTC6	20	3.8000	1.05631	.23620
PTC7	20	4.0500	.82558	.18460
PTC8	20	3.3000	1.03110	.23056
PTC9	20	4.1000	.64072	.14327
PTC10	20	3.7000	.86450	.19331

**One-Sample Test**

Test Value = 3.5

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
PTC1	3.446	19	.001	.003	.50000	.1963	.8037
PTC2	3.577	19	.001	.002	.65000	.2696	1.0304
PTC3	2.932	19	.004	.009	.45000	.1288	.7712
PTC4	1.928	19	.034	.069	.30000	-.0257	.6257
PTC5	4.188	19	<.001	<.001	.60000	.3001	.8999
PTC6	1.270	19	.110	.219	.30000	-.1944	.7944
PTC7	2.979	19	.004	.008	.55000	.1636	.9364
PTC8	-.867	19	.198	.397	-.20000	-.6826	.2826
PTC9	4.188	19	<.001	<.001	.60000	.3001	.8999
PTC10	1.035	19	.157	.314	.20000	-.2046	.6046

**Note:** Crit. Value= 2.093

Sig. = 0.05

The table shows the extent level on perception on organizational culture in terms of professional collaboration. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 19 respondents ( $t=2.093$ ), if the value of t is more than the critical value then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, indicators 1,2,3,5,7 and 9 are significantly far from the mean. However, the **indicators 4, 6 and 10** having the t-values **1.928, 1.270 and 1.035** respectively are all less than the CV value 2.093, therefore the responses to these indicators are **not far from the mean hence the respondents are in agreement of what they are saying**.

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, indicators 1,2,3,5,7 and 9 are significantly far from the mean. However, the **indicators 4, 6 and 10** having the **Sig. values 0.069, 0.219 and 0.314** respectively are all greater than 0.05, therefore the responses to these indicators are **not far from the mean hence the respondents are in agreement of what they are saying**.

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 ( ranging from negative to positive number) then it is not significantly far from the mean and therefore **the respondents are in agreement of what they are saying**. The table still shows , the **indicators 4, 6 and 10** having the **intervals ranging from negative values of lower limit and positive values of upper limit**.

This shows that the **respondents are in agreement** that the school practices the following: **Indicator 4:** The student behavior code is a result of collaboration and consensus among staff, **Indicator 6:** Teachers have opportunities for dialogue and planning across grade and subjects, **Indicator 10:** Teachers are generally aware of what other teachers are teaching.

According to Torres, D. G. (2019), “Professional Collaboration” items are distinct from items in the distributed leadership measure addressing collaboration and shared responsibility because they document frequencies of specific activities undertaken by teachers, whereas the distributed leadership items address the general culture of the school. Professional collaboration has also been shown to have a significant, positive association with both organizational commitment and teachers' job satisfaction.

**Table 2. Extent Level on Perception on Organizational Culture in terms of Affiliative Collegiality**

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
ACS1	20	3.6500	.67082	.15000
ACS2	20	3.8000	1.05631	.23620
ACS3	20	4.3500	.74516	.16662
ACS4	20	3.9500	.82558	.18460
ACS5	20	4.3000	.57124	.12773
ACS6	20	3.8000	.76777	.17168
ACS7	20	4.3000	.65695	.14690
ACS8	20	4.3500	.67082	.15000
ACS9	20	4.4500	.60481	.13524
ACS10	20	4.5000	.60698	.13572

One-Sample Test							
Test Value = 3.5							
			Significance			95% Confidence Interval of the Difference	
	t	df	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
ACS1	1.000	19	.165	.330	.15000	-.1640	.4640
ACS2	1.270	19	.110	.219	.30000	-.1944	.7944
ACS3	5.101	19	<.001	<.001	.85000	.5013	1.1987
ACS4	2.438	19	.012	.025	.45000	.0636	.8364
ACS5	6.263	19	<.001	<.001	.80000	.5327	1.0673
ACS6	1.747	19	.048	.097	.30000	-.0593	.6593
ACS7	5.446	19	<.001	<.001	.80000	.4925	1.1075
ACS8	5.667	19	<.001	<.001	.85000	.5360	1.1640
ACS9	7.025	19	<.001	<.001	.95000	.6669	1.2331
ACS10	7.368	19	<.001	<.001	1.00000	.7159	1.2841

Crit. Value= 2.093

Sig. = 0.05



The table shows the extent level on perception on organizational culture in terms of affiliative collegiality. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 19 respondents ( $t=2.093$ ), if the value of t is more than the critical value then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, indicators 3,4,5,7, and 10 are significantly far from the mean. However, **indicators 1, 2 and 6** having the t-values **1.000, 1.270, and 1.747** respectively are all less than the CV value 2.093, therefore the responses to these indicators are **not far from the mean hence the respondents are in agreement with what they are saying.**

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, indicators 3,4,5,7, and 10 are significantly far from the mean. However, **indicators 1, 2 and 6** having the **Sig. values 0.671, 1.056 and 1.747** respectively are all greater than 0.05, therefore the responses to these indicators are **not significantly far from the mean hence the respondents are in agreement with what they are saying.**

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 (ranging from negative to positive number) then it is not significantly far from the mean and therefore **the respondents are in agreement with what they are saying.** The table still shows that **indicators 1, 2 and 6** having the **intervals ranging from negative values of lower limit and positive values of upper limit are not significantly far from the mean**

This shows that the **respondents are in agreement** that the school practices the following: **Indicator 1:** Teachers and staff tell stories of celebrations that support the school's values, **Indicator 2:** Teachers and staff visit/talk/meet outside of the school to enjoy each other's company. **Indicator 6:** There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.

According to Betzler, Monika & Löschke, Jörg. (2021), collegial relationships will flourish if colleagues accept that they have special reasons to realize these relationship goods. Two interesting conclusions that can be drawn from our account are that one has to be proficient at one's job to be a good colleague and that we are more likely to be better colleagues if we regard the work we do as valuable.

**Table 3. Extent Level on Perception on Organizational Culture in terms of Self-Determination**

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
SD1	20	4.0500	.68633	.15347
SD2	20	4.3500	.58714	.13129
SD3	20	4.1500	.48936	.10942
SD4	20	4.1000	.55251	.12354
SD5	20	4.0500	.75915	.16975
SD6	20	4.4500	.75915	.16975
SD7	20	4.4500	.51042	.11413
SD8	20	4.4000	.59824	.13377
SD9	20	4.5000	.51299	.11471
SD10	20	4.5500	.51042	.11413

**One-Sample Test**

Test Value = 3.5

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
SD1	3.584	19	<.001	.002	.55000	.2288	.8712
SD2	6.474	19	<.001	<.001	.85000	.5752	1.1248
SD3	5.940	19	<.001	<.001	.65000	.4210	.8790
SD4	4.857	19	<.001	<.001	.60000	.3414	.8586
SD5	3.240	19	.002	.004	.55000	.1947	.9053
SD6	5.596	19	<.001	<.001	.95000	.5947	1.3053
SD7	8.324	19	<.001	<.001	.95000	.7111	1.1889
SD8	6.728	19	<.001	<.001	.90000	.6200	1.1800
SD9	8.718	19	<.001	<.001	1.00000	.7599	1.2401
SD10	9.200	19	<.001	<.001	1.05000	.8111	1.2889

Crit. Value= 2.093

Sig. = 0.05

The tables show the extent level on perception on organizational culture in terms of self-determination. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 19 respondents (  $t=2.093$  ), if the value of t is more than the critical value then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, **all indicators are significantly far from the mean. This implies that in all of these indicators of self-determination, there is no conclusive agreement among respondents.**

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, **all indicators are significantly far from the mean thus supporting the interpretation there is no conclusive agreement among the respondents**

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 ( ranging from negative to positive number ) then it is not significantly far from the mean and therefore **the respondents are in agreement of what they are saying.** The table still shows , all indicators having the **intervals not ranging from negative values of lower limit and positive values of upper limit are significantly far from the mean**

This shows that there is **no conclusive agreement among the respondents in all the indicators presented in Self-Determination**

According to Cherry, K. (2021), self-determination is an important concept that refers to each person's ability to make choices and manage their own life. This ability plays an important role in psychological health and well-being. Self-determination allows people to feel that they have control over their choices and lives. It also has an impact on motivation—people feel more motivated to take action when they feel that what they do will have an effect on the outcome.

**Table 4. Extent Level on Perception on Organizational Culture in terms of Learning Partnership****One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
LP1	20	4.2500	.71635	.16018
LP2	20	4.4000	.59824	.13377
LP3	20	4.4000	.50262	.11239
LP4	20	4.1000	.55251	.12354
LP5	20	4.1500	.93330	.20869
LP6	20	4.4000	.68056	.15218
LP7	20	4.4000	.59824	.13377
LP8	20	4.6000	.50262	.11239
LP9	20	4.4500	.51042	.11413
LP10	20	4.6000	.50262	.11239

**One-Sample Test**

Test Value = 3.5

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
LP1	4.682	19	<.001	<.001	.75000	.4147	1.0853
LP2	6.728	19	<.001	<.001	.90000	.6200	1.1800
LP3	8.008	19	<.001	<.001	.90000	.6648	1.1352
LP4	4.857	19	<.001	<.001	.60000	.3414	.8586
LP5	3.115	19	.003	.006	.65000	.2132	1.0868
LP6	5.914	19	<.001	<.001	.90000	.5815	1.2185
LP7	6.728	19	<.001	<.001	.90000	.6200	1.1800
LP8	9.787	19	<.001	<.001	1.10000	.8648	1.3352
LP9	8.324	19	<.001	<.001	.95000	.7111	1.1889
LP10	9.787	19	<.001	<.001	1.10000	.8648	1.3352

Crit. Value= 2.093

Sig. = 0.05

The tables show the extent level on perception on organizational culture in terms of Learning Partnership. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 19 respondents (  $t=2.093$  ), if the value of t is more than the critical value then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, **all indicators are significantly far from the mean**. This implies that in **all of these indicators of self-determination, there is no conclusive agreement among respondents**.

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, **all indicators are significantly far from the mean thus supporting the interpretation there is no conclusive agreement among the respondents**

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 ( ranging from negative to positive number ) then it is not significantly far from the mean and therefore **the respondents are in agreement of what they are saying**. The table still shows , all indicators having the **intervals not ranging from negative values of lower limit and positive values of upper limit are significantly far from the mean**

This shows that there is **no conclusive agreement among the respondents in all the indicators presented in Self-Determination**

According to Minero, E. (2016, April 19), a learning partner is an expert in the community or somebody who can help us take our learning from the classroom and apply it into the real world. Learning partners also bring their passion into the classroom. Learning partners increase teacher content knowledge.

**Table 5. Extent Level on Perception on Organizational Culture in terms of Collaborative Governance**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
CL1	20	3.9000	.71818	.16059
CL2	20	4.1000	.64072	.14327
CL3	20	4.4000	.50262	.11239
CL4	20	3.9000	.78807	.17622
CL5	20	4.1500	.58714	.13129
CL6	20	4.0000	.56195	.12566
CL7	20	3.9500	.75915	.16975
CL8	20	4.1500	.67082	.15000
CL9	20	3.8500	.93330	.20869
CL10	20	4.1500	.67082	.15000

**One-Sample Test**

Test Value = 3.5

	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
CL1	2.491	19	.011	.022	.40000	.0639	.7361
CL2	4.188	19	<.001	<.001	.60000	.3001	.8999
CL3	8.008	19	<.001	<.001	.90000	.6648	1.1352
CL4	2.270	19	.018	.035	.40000	.0312	.7688
CL5	4.951	19	<.001	<.001	.65000	.3752	.9248
CL6	3.979	19	<.001	<.001	.50000	.2370	.7630
CL7	2.651	19	.008	.016	.45000	.0947	.8053
CL8	4.333	19	<.001	<.001	.65000	.3360	.9640
CL9	1.677	19	.055	.110	.35000	-.0868	.7868
CL10	4.333	19	<.001	<.001	.65000	.3360	.9640

Crit. Value= 2.093

Sig. = 0.05

The tables show the extent level on perception on organizational culture in terms of collaborative governance. The t-values of each indicator presents whether the responses are near or far from the mean. Using the Critical Value for t-distribution for 19 respondents (  $t=2.093$  ), if the value of t is more than the critical value then it is significantly far from the mean and there there is no conclusive agreement among the respondents. In this table, **most indicators are significantly far from the mean**. However, **only indicator 9** having the t-value **1.667** is less than the CV value 2.093 , therefore the responses to this

indicator is **not far from the mean hence the respondents are in agreement of what they are saying about this indicator.**

This result is also supported considering the Sig. value of 0.05, if the value of Sig. is less than 0.05 then it is significantly far from the mean and there is no conclusive agreement among the respondents. In this table, **most indicators are significantly far from the mean.** However, only indicator 9 having the **Sig. value 0.110** is greater than 0.05, therefore the responses to this indicator is **not significantly far from the mean hence the respondents are in agreement of what they are saying.**

Lastly, this result is confirmed considering the 95% Confidence Interval of Difference, if the interval includes 0 (ranging from negative to positive number) then it is not significantly far from the mean and therefore **the respondents are in agreement of what they are saying.** The table still shows that only the **indicators 9** having the **intervals ranging from negative values of lower limit and positive values of upper limit is not significantly far from the mean**

This shows that the **respondents are in agreement** that the school practices, **Indicator 9:** Administrators protect instruction and planning

Culture-changing leaders use the collaborative process for decision making and maintain an on-going staff development program that regularly receives and discusses staff performance. These behaviors can positively change or enhance a school's culture and positively enhance student achievement (Sackney, 2018).

### REGRESSION EQUATIONS

**Table 6. CG1: VALUING TEACHERS IDEAS: REGRESSION ANALYSIS**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.879 <sup>a</sup>	.772	.760	.35211	.772	61.044	1	18	<.001
2	.919 <sup>b</sup>	.845	.827	.29912	.073	7.942	1	17	.012

a. Predictors: (Constant), ACS4

b. Predictors: (Constant), ACS4, PTC4

ANOVA <sup>a</sup>					
Model		Sum of Squares	df	Mean Square	F
2	Regression	8.279	2	4.139	46.265
	Residual	1.521	17	.089	
	Total	9.800	19		

a. Dependent Variable: CL1

b. Predictors: (Constant), ACS4

c. Predictors: (Constant), ACS4, PTC4

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t
2	(Constant)	.214	.410		.522
	ACS4	.618	.098	.710	6.294
	PTC4	.328	.116	.318	2.818

a. Dependent Variable: CL1

Looking at Model No. 2 for CG1, **84.50%** change in CG1 can be accounted to the predictors of Organizational Culture PTC and AC at <.001 p-value/ level of significance. Specifically, this change is true to the indicators **PTC 4 (p=<.001)** and **AC4 (p=.012)**.

**PTC4:** The student behavior code is a result of collaboration and consensus among staff.

**AC4:** Our school schedule reflects frequent communication opportunities for teachers and staff

However, based on this model, Learning Partnership and Self-Determination are not significant predictors of Valuing Teachers (CG1)

### DERIVED REGRESSION EQUATION

**CG 1: Valuing Teachers Ideas= 0.214 + 0.328 (PTC4) + 0.618 (AC4)**

**Table 7. CG2: TRUSTING TEACHERS PROFESSIONAL JUDGEMENT REGRESSION ANALYSIS**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
8	.999 <sup>h</sup>	.999	.998	.03040

i. Predictors: (Constant), PTC5, STUP4, PTC3, STUP3, STUP2, PTC6, ACCS7, ACCS8, STUP10

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
8	Regression	7.790	8	.974	1053.863	.000 <sup>i</sup>
	Residual	.010	11	.001		
	Total	7.800	19			

a. Dependent Variable: CL2  
 i. Predictors: (Constant), PTC5, STUP4, PTC3, STUP3, STUP2, PTC6, ACCS7, ACCS8

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
8	(Constant)	.479	.076		6.344	.000
	PTC5	1.598	.031	1.598	51.210	.000
	STUP4	.861	.024	.743	35.947	.000
	PTC3	-.509	.024	-.545	-20.833	.000
	STUP3	-.709	.032	-.541	-22.018	.000
	STUP2	-.069	.021	-.063	-3.227	.008
	PTC6	-.130	.010	-.215	-13.031	.000
	ACCS7	-.340	.033	-.349	-10.329	.000
	ACCS8	.172	.023	.180	7.626	.000

a. Dependent Variable: CL2

Looking at Model No. 8 for CG1, **99.9%** change in CG1 can be accounted to the predictors of Organizational Culture PTC, AC and SD at  $<.001$  p-value/ level of significance. Specifically, this change is true to the indicators **PTC 5 (p=.000)**, **SD4 (p=.000)**, **PTC3 (p=.000)**, **SD3 (p=.000)**, **SD2 (p=.008)**, **PTC6 (p=.000)**, **AC7 (p=.000)** and **AC8 (p=.000)**

**PTC5:** The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.

**SD4:** Members of our school community seek to define the problem/issue rather than blame others.

**PTC3:** Teachers and staff are involved in the decision-making process with regard to materials and resources.

**SD3:** Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.

**SD2:** School members are interdependent and value each other.

**PTC6:** Teachers have opportunities for dialogue and planning across grade and subjects.

**AC7:** Teachers trust each other.

**AC8:** Teachers are willing to help out whenever there is a problem.



However, based on this model, Learning Partnership is not a significant predictor of Trusting teachers professional judgment (CG2)

In the regression equation, PTC3, SD3, SD2, PTC6, and AC7 all having negative coefficients were inversely related to CG2 which were considered to be areas of concern that needed immediate strong intervention to turn it into a positive effect.

#### Derived Regression Equation

**CG 2: Trusting teachers professional judgement=  $0.479 + 1.598 (PTC5) + 0.861 (SD4) - 0.509 (PTC3) - 0.709 (SD3) - 0.069 (SD2) - 0.130 (PTC6) - 0.340 (AC7) + 0.172 (AC8)$**

**Table 8. CG3: PRAISING TEACHERS: REGRESSION ANALYSIS**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
8	.997 <sup>h</sup>	.994	.990	.05029

h. Predictors: (Constant), STUP7, LP7, LP2, LP9, LP5, ACCS6, PTC9, STUP3

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
8	Regression	4.772	8	.597	235.888	.000 <sup>i</sup>
	Residual	.028	11	.003		
	Total	4.800	19			

a. Dependent Variable: CL3

i. Predictors: (Constant), STUP7, LP7, LP2, LP9, LP5, ACCS6, PTC9, STUP3

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
8	(Constant)	-1.332	.204		-6.527	.000
	STUP7	1.811	.105	1.839	17.215	.000
	LP7	.715	.053	.851	13.522	.000
	LP2	-.721	.076	-.858	-9.489	.000
	LP9	-.249	.064	-.253	-3.876	.003
	LP5	-.355	.042	-.659	-8.440	.000
	ACCS6	.139	.032	.212	4.344	.001
	PTC9	-.236	.039	-.301	-6.098	.000
	STUP3	.174	.054	.169	3.246	.008

a. Dependent Variable: CL3

Looking at Model No. 8 for CG3, **99.4%** change in CG3 can be accounted to the predictors of Organizational Culture PTC, AC, SD and LP at  $<.001$  p-value/ level of significance. Specifically, this change is true to the indicators **SD7 (p=.000)**, **LP7 (p=.000)**, **LP2 (p=.000)**, **LP9 (p=.003)**, **LP5 (p=.000)**, **AC6 (p=.001)**, **PTC9 (p=.000)** and **SD3 (p=.008)**

**SD7:** Teachers support the mission of the school.

**LP7:** Parents and guardians know what is going on in the school.

**LP2:** Parents trust teachers' professional judgments

**LP9:** Community members (like the alumni, LGU and/or others ) support teachers contributing to their success with students.

**LP5:** Parents and guardians are influential decision makers in our school.

**AC6:** There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.

**PTC9:** Teachers work together to develop and evaluate programs and projects.

**SD3:** Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.

In the regression equation below, LP2, LP9, LP5, PTC6 and PTC9 all having negative coefficients were inversely related to CG3 which were considered to be areas of concern that needed immediate strong intervention to turn it into a positive effect.

#### Derived Regression Equation

**CG 3: Praising Teachers** =  $-1.332 + 1.811 (SD7) + 0.715 (LP7) - 0.721 (LP2) - 0.249 (LP9) - 0.355 (LP5) + 0.139 (AC6) - 0.236 (PTC9) + 0.174 (SD3)$

**Table 9. CG4: INVOLVING TEACHERS IN THE DECISION-MAKING PROCESS: REGRESSION ANALYSIS**



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
10	.999 <sup>j</sup>	.999	.998	.03643

j. Predictors: (Constant), PTC5, ACCS1, PTC8, PTC6, ACCS8, ACCS2, ACCS4, STUP9

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
10	Regression	11.785	8	1.473	1109.912	.000 <sup>k</sup>
	Residual	.015	11	.001		
	Total	11.800	19			

a. Dependent Variable: CL4

k. Predictors: (Constant), PTC5, ACCS1, PTC8, PTC6, ACCS8, ACCS2, ACCS4, STUP9

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
10	(Constant)	.415	.144		2.878	.015
	PTC5	.764	.028	.621	27.524	.000
	ACCS1	-1.011	.030	-.861	-33.531	.000
	PTC8	.734	.019	.961	37.806	.000
	PTC6	-.238	.013	-.319	-17.682	.000
	ACCS8	.438	.020	.373	22.349	.000
	ACCS2	-.291	.034	-.391	-8.655	.000
	ACCS4	.218	.032	.228	6.706	.000
	STUP9	.193	.051	.126	3.756	.003

a. Dependent Variable: CL4

Looking at Model No. 10 for CG3, **99.9%** change in CG4 can be accounted to the predictors of Organizational Culture PTC, AC and SD at  $<.001$  p-value/ level of significance. Specifically, this change is true to the indicators **PTC5 (p=.000)**, **AC1 (p=.000)**, **PTC8 (p=.000)**, **PTC6 (p=.000)**, **AC8 (p=.000)**, **AC2 (p=.000)**, **AC4 (p=.000)** and **SD9 (p=.003)**

**PTC5:** The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.

**AC1:** Teachers and staff tell stories of celebrations that support the school's values

**PTC8:** Teachers take time to observe each other teaching.

**PTC6:** Teachers have opportunities for dialogue and planning across grade and subjects.

**AC8:** Teachers are willing to help out whenever there is a problem.

**AC2:** Teachers and staff visit/talk/meet outside of the school to enjoy each other's company.

**AC4:** Our school schedule reflects frequent communication opportunities for teachers and staff

**SD9:** Teachers understand the mission of the school.

However, based on this model, Learning Partnership is not a significant predictors of Involving teachers in the decision-making process (CG4)

In the regression equation below, AC1, PTC6 and AC2 all having negative co-efficients were inversely related to CG4 which were considered to be areas of concern that needed immediate strong intervention to turn it into a positive effect.

#### Derived Regression Equation

**CG 4: Involving teachers in the decision-making process** =  $0.415 + 0.764 (PTC5) - 1.011 (AC1) + 0.734 (PTC8) - 0.238 (PTC6) + 0.438 (AC8) - 0.291 (AC2) + 0.218 (AC4) + 0.193 (SD9)$

**Table 10. CG5: ALLOWING TEACHERS TO WORK TOGETHER: REGRESSION ANALYSIS**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	.960 <sup>d</sup>	.921	.900	.18521

d. Predictors: (Constant), LP6, PTC6, LP8, PTC2

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
4	Regression	6.035	4	1.509	43.988	.000 <sup>e</sup>
	Residual	.515	15	.034		
	Total	6.550	19			

a. Dependent Variable: CL5

e. Predictors: (Constant), LP6, PTC6, LP8, PTC2

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
4	(Constant)	2.951	.433		6.814	.000
	LP6	.933	.076	1.082	12.307	.000
	PTC6	-.534	.082	-.960	-6.544	.000
	LP8	-.534	.109	-.457	-4.912	.000
	PTC2	.380	.104	.526	3.645	.002

a. Dependent Variable: CL5

Looking at Model No. 4 for CG5, **92.1%** change in CG5 can be accounted to the predictors of Organizational Culture PTC and LP at .000 p-value/ level of significance. Specifically, this change is true to the indicators **LP6 (p=.000)**, **PTC6 (p=.000)**, **LP8 (p=.000)**, **PTC2 (p=.002)**,

**LP6:** The school maintains clear, two-way communication with the community.

**PTC6:** Teachers have opportunities for dialogue and planning across grade and subjects.

**LP8:** Parents and guardians support teachers contributing to their success with students.

**PTC2:** Teachers and staff work together to develop the school schedule.

However, based on this model, Affiliative Collegiality and Self-Determination are not significant predictors of allowing teachers to work together (CG5)

In the regression equation below, PTC6 and LP8 all having negative co-efficients were inversely related to CG5 which were considered to be areas of concern that needed immediate strong intervention to turn it into a positive effect.

#### Derived Regression Equation

**CG 5: Allowing teachers to work together = 2.951 + 0.764 (LP6) - 0.534 (PTC6) - 0.534 (LP8) + 0.380 (PTC2)**

**Table 11. CG6: KEEPING TEACHERS INFORMED: REGRESSION ANALYSIS**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.963 <sup>c</sup>	.928	.914	.16450

c. Predictors: (Constant), PTC5, STUP8, STUP10



ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
3	Regression	5.567	3	1.856	68.571	.000 <sup>d</sup>
	Residual	.433	16	.027		
	Total	6.000	19			

a. Dependent Variable: CL6

d. Predictors: (Constant), PTC5, STUP8, STUP10

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
3	(Constant)	.711	.341		2.083	.054
	PTC5	.825	.076	.940	10.818	.000
	STUP8	.619	.104	.659	5.930	.000
	STUP10	-.619	.141	-.562	-4.385	.000

a. Dependent Variable: CL6

Looking at Model No. 3 for CG6, **92.8%** change in CG6 can be accounted to the predictors of Organizational Culture PTC and SD at .000 p-value/ level of significance. Specifically, this change is true to the indicators **PTC5 (p=.000)**, **SD8 (p=.000)**, **SD10 (p=.000)**

**PTC5:** The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.

**SD8:** The school mission provides a clear sense of direction for teachers.

**SD10:** Teaching performance reflects the mission of the school.

However, based on this model, Affiliative Collegiality and Learning Partnership are not significant predictors of keeping teachers informed (CG6)

In the regression equation below, SD10 which has negative co-efficient was inversely related to CG6 which was considered to be area of concern that needed immediate strong intervention to turn it into a positive effect.

#### Derived Regression Equation

$$\text{CG 6: Keeping teachers informed} = 0.71 + 0.825 (\text{PTC5}) + 0.619 (\text{SD8}) - 0.619 (\text{SD10})$$

**Table 12. CG7: REWARDING TEACHERS FOR NEW IDEAS AND TECHNIQUES: REGRESSION ANALYSIS**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.946 <sup>b</sup>	.895	.883	.25973

b. Predictors: (Constant), ACS4, PTC4

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	9.803	2	4.902	72.662	<.001 <sup>c</sup>
	Residual	1.147	17	.067		
	Total	10.950	19			

a. Dependent Variable: CL7

c. Predictors: (Constant), ACS4, PTC4

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	.027	.356		.076	.941
	ACS4	.717	.085	.780	8.415	<.001
	PTC4	.287	.101	.263	2.841	.011

a. Dependent Variable: CL7

Looking at Model No. 2 for CG7, **89.50%** change in CG7 can be accounted to the predictors of Organizational Culture PTC and AC at .000 p-value/ level of significance. Specifically, this change is true to the indicators **AC4 (p=<.001)** , **PTC4 (p=.011)**,

**AC4:** Our school schedule reflects frequent communication opportunities for teachers and staff

**PTC4:** The student behavior code is a result of collaboration and consensus among staff.

However, based on this model, Self-Determination and Learning Partnership are not significant predictors of rewarding teachers for new ideas and techniques (CG7)

**Derived Regression Equation**

**CG 7: Rewarding teachers for New Ideas and Techniques=  $0.027 + 0.717 (AC4) + 0.287 (PTC4)$**

**Table 13. CG8: SUPPORTING RISK-TAKING AND INNOVATION IN TEACHING: REGRESSION ANALYSIS**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
5	.996 <sup>a</sup>	.993	.990	.06734

e. Predictors: (Constant), PTC5, PTC3, SD4, LP4, LP2

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
5	Regression	8.487	5	1.697	374.319	<.001 <sup>f</sup>
	Residual	.063	14	.005		
	Total	8.550	19			

a. Dependent Variable: CL8

f. Predictors: (Constant), PTC5, PTC3, SD4, LP4, LP2

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
5	(Constant)	-.428		-3.111	.008	
	PTC5	1.398	.054	1.335	25.771	<.001
	PTC3	-.502	.045	-.513	-11.160	<.001
	SD4	.389	.040	.320	9.685	<.001
	LP4	-.310	.046	-.256	-6.682	<.001
	LP2	.115	.031	.102	3.644	.003
	SD7	-.500	.000	-.380	-9192181.252	<.001

a. Dependent Variable: CL8

Looking at Model No. 5 for CG8, **99.3%** change in CG8 can be accounted to the predictors of Organizational Culture PTC, SD and LP at .000 p-value/ level of significance. Specifically, this change is true to the indicators **PTC5 (p<.001)** , **PTC3 (p<.001)**, **SD4 (p<.001)**, **LP4 (p<.001)**, **LP2 (p=.003)**,

**PTC5:** The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.

**PTC3:** Teachers and staff are involved in the decision-making process with regard to materials and resources.

**SD4:** Members of our school community seek to define the problem/issue rather than blame others.

**LP4:** Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homeworks assignments.

**LP2:** Parents trust teachers' professional judgments

However, based on this model, Affiliative Collegiality is not a significant predictor of supporting risk-taking and innovation in teaching (CG8)

In the regression equation below, PTC3 and LP4 both having negative co-efficients were inversely related to CG8 which were considered to be areas of concern that needed immediate strong intervention to turn it into a positive effect.

**Derived Regression Equation**

**CG 8: Supporting risk-taking and innovation in teaching =  $-0.428 + 1.398 (PTC5) - 0.502 (PTC3) + 0.389 (SD4) - 0.310 (LP4) + 0.115 (LP2)$**



**Table 14. CG9: PROTECTING INSTRUCTION AND PLANNING TIME: REGRESSION ANALYSIS**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
6	.998 <sup>f</sup>	.996	.994	.07476

f. Predictors: (Constant), PTC5, LP5, LP4, ACCS6, STUP9, ACCS3

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
6	Regression	16.477	6	2.746	491.413	.000 <sup>g</sup>
	Residual	.073	13	.006		
	Total	16.550	19			

a. Dependent Variable: CL9

g. Predictors: (Constant), PTC5, LP5, LP4, ACCS6, STUP9, ACCS3

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	
6	(Constant)	.714	.240		2.969	.011
	PTC5	1.449	.061	.995	23.786	.000
	LP5	.692	.057	.692	12.169	.000
	LP4	-.880	.053	-.521	-16.509	.000
	ACCS6	.376	.040	.309	9.364	.000
	STUP9	-.380	.068	-.209	-5.577	.000
	ACCS3	-.410	.079	-.328	-5.189	.000

a. Dependent Variable: CL9

Looking at Model No. 6 for CG9, **99.6%** change in CG9 can be accounted to the predictors of Organizational Culture PTC, AC, SD and LP at .000 p-value/ level of significance. Specifically, this change is true to the indicators **PTC5 (p=.000)** , **LP5 (p=.000)**, **LP4 (p=.000)**, **AC6 (p=.000)**, **SD9 (p=.000)**, **AC3 (p=.000)**,

**PTC5**: The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.

**LP5**: Parents and guardians are influential decision makers in our school.

**LP4**: Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homeworks assignments.

**AC6**: There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.

**SD9**: Teachers understand the mission of the school.

**AC3**: Our school reflects a true "sense" of community.

In the regression equation below, LP4 , SD9 and AC3 all having negative co-efficients were inversely related to CG9 which were considered to be areas of concern that needed immediate strong intervention to turn it into a positive effect.

### Derived Regression Equation

**CG 9: Protecting instruction and planning time = .714 +1.449(PTC)+.692(LP5)-.880 (LP4) +.376 (AC6) -.380(SD9) -.410(AC3)**

**Table 15. CG10: ENCOURAGING TEACHERS TO SHARE IDEAS: REGRESSION ANALYSIS**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
5	.996 <sup>a</sup>	.993	.990	.06734

e. Predictors: (Constant), PTC5, PTC3, STUP4, LP4, LP2

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
5	Regression	8.487	5	1.697	374.319	.000 <sup>f</sup>
	Residual	.063	14	.005		
	Total	8.550	19			

a. Dependent Variable: CL10

f. Predictors: (Constant), PTC5, PTC3, STUP4, LP4, LP2

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
5	(Constant)	-.428	.138		-3.111	.008
	PTC5	1.398	.054	1.335	25.771	.000
	PTC3	-.502	.045	-.513	-11.160	.000
	STUP4	.389	.040	.320	9.685	.000
	LP4	-.310	.046	-.256	-6.682	.000
	LP2	.115	.031	.102	3.644	.003

a. Dependent Variable: CL10

Looking at Model No. 5 for CG10, **99.3%** change in CG10 can be accounted to the predictors of Organizational Culture PTC, SD and LP at .000 p-value/ level of significance. Specifically, this change is true to the indicators **PTC5 (p=.000)**, **PTC3 (p=.000)**, **SD4 (p=.000)**, **LP4 (p=.000)**, **LP2 (p=.003)**, **PTC5**: The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.

**PTC3**: Teachers and staff are involved in the decision-making process with regard to materials and resources.

**SD4**: Members of our school community seek to define the problem/issue rather than blame others.

**LP4**: Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homeworks assignments.

**LP2**: Parents trust teachers' professional judgments

However, based on this model, Affiliative Collegiality is not a significant predictor of encouraging teachers to share ideas (CG10)

In the regression equation below, PTC3 and LP4 both having negative co-efficients were inversely related to CG10 which were considered to be areas of concern that needed immediate strong intervention to turn it into a positive effect.

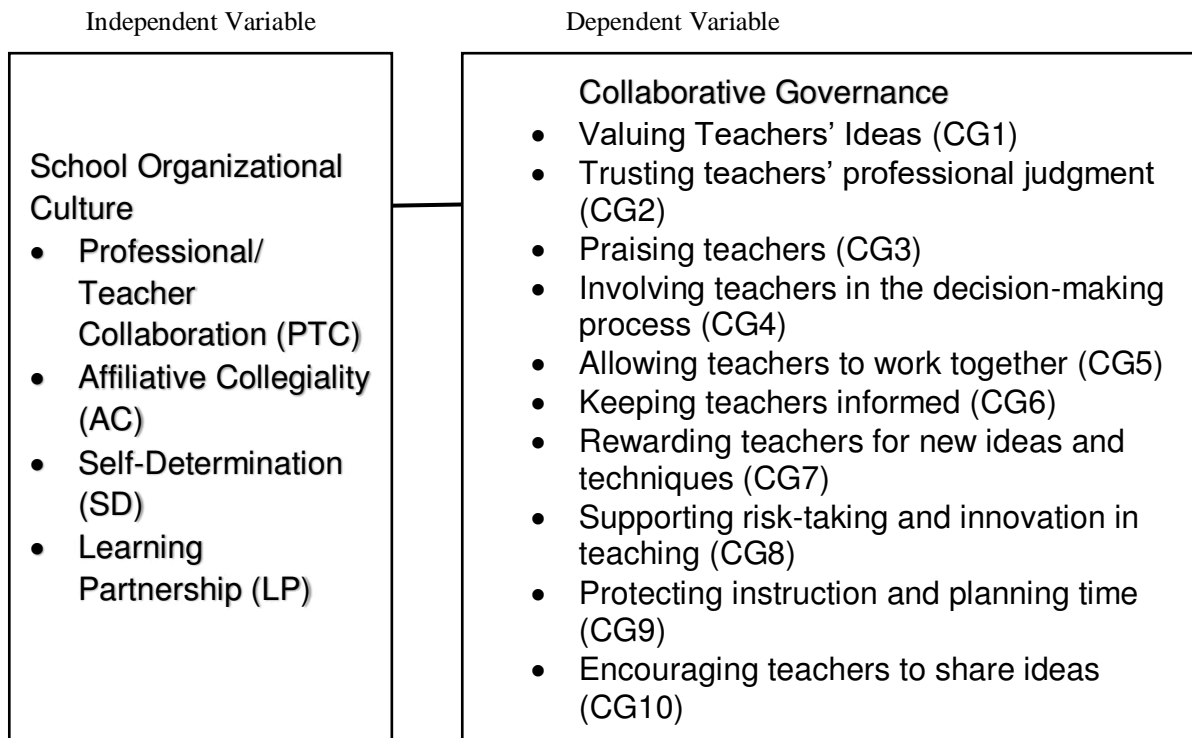
### Derived Regression Equation

**CG 10: Encouraging teachers to share ideas= -0.428 + 1.398 (PTC5) -0.502 (PTC3) + 0.389 (SD4) - 0.310 (LP4) + 0.115 (LP2)**

Huanming (2021) mentioned that implementing collaborative governance is turning good intentions and the formal respect of protocols into real collaboration. Collaborative governance implementation requires leadership across an inter-organizational and multi-actor environment. Collaborative Governance is about identifying/being aware of/dealing with the initial conditions of collaboration and the broader context or system in which cross-sectoral governance is situated.

### The Initial Conceptual Framework

The conceptual framework provided consists of independent variables and dependent variables which were considered in the study.



**Figure 3. Initial Research Paradigm of the Study**

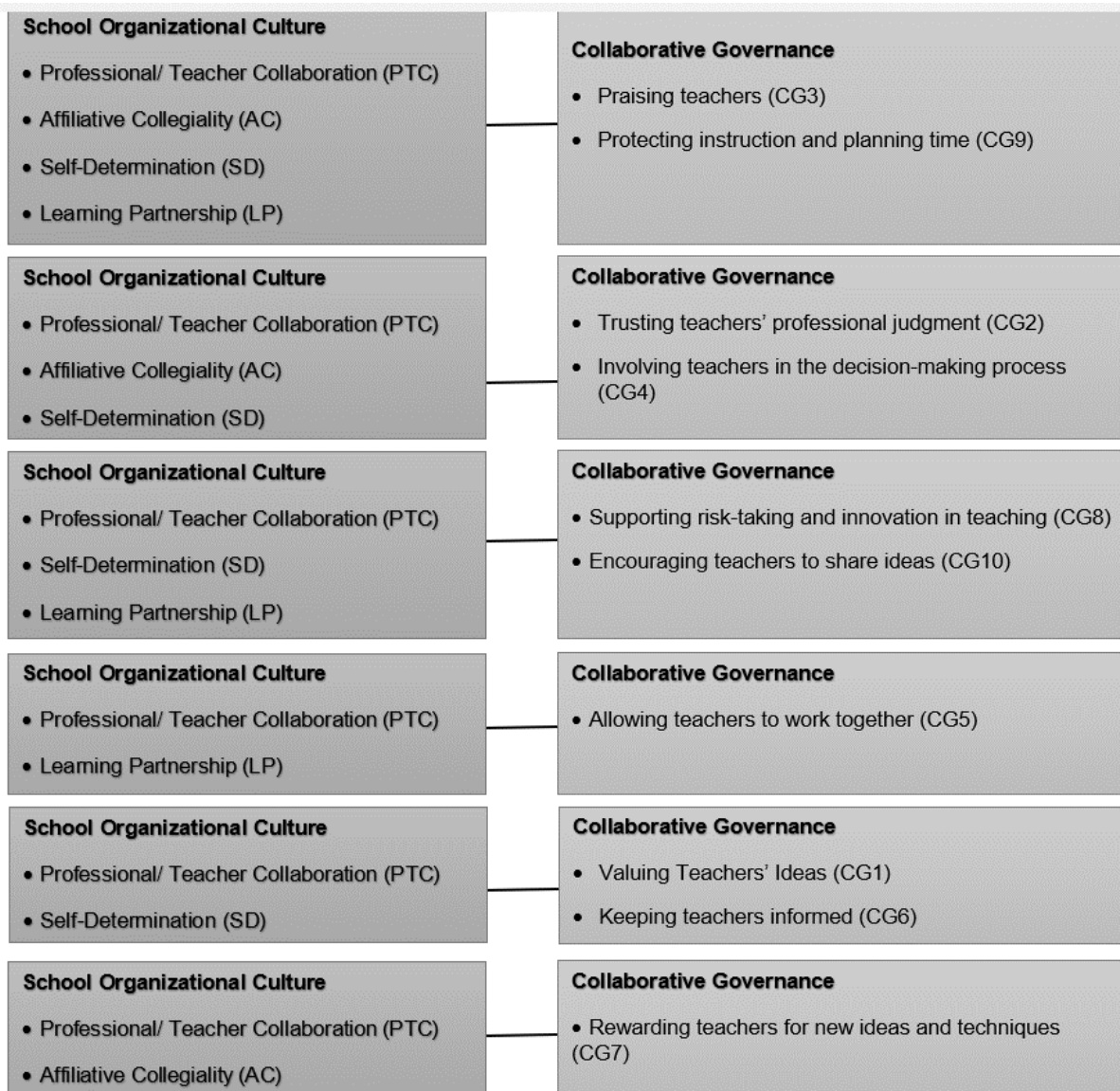
Figure 3. Illustrates the initial paradigm of the study. The independent variables are (1) Professional/ Teacher Collaboration, (2) Affiliative Collegiality, (3) Self - Determination, (4) Learning Partnership; and the dependent variable is (5) Collaborative Governance.

### The Derived Conceptual Framework: A New Theoretical Framework

The derived conceptual framework provides independent variables and dependent variables which were product of the study.

Independent Variable

Dependent Variable



**Figure 4. Derived Research Paradigm of the Study**

Figure 4. Illustrates the derived paradigm of the study based on the results of regression analysis. The independent variables are (1) Professional/ Teacher Collaboration, (2) Affiliative Collegiality, (3) self-determination, (4) Learning Partnership; and the dependent variables (5) Collaborative Governance Indicators

## 5. Summary, Findings, Conclusion and Recommendation

This part of the study showcases the summary, salient findings, conclusion based on the findings, and the recommendation to targeted person or group of people.

### 5.1. Summary

This study focused on the school organizational culture in terms of professional/ teacher collaboration, affiliative collegiality, self-determination, learning partnership and collaborative governance. There were 20 respondents from Santisimo Rosario Elementary School in this study.

The following were surveyed among the teacher respondents:

1. Extent Level of Organizational Culture in terms of Professional/Teacher Collaboration.
2. Extent Level of Organizational Culture in terms of Professional/Teacher Collaboration.
3. Extent Level of Organizational Culture in terms of Professional/Teacher Collaboration.
4. Extent Level of Organizational Culture in terms of Professional/Teacher Collaboration.
5. Extent Level of Organizational Culture in terms of Professional/Teacher Collaboration.
6. Findings on the Regression Analysis of Organizational Culture indicators on Collaborative Governance indicators

### 5.2. Findings

Based from the data obtained, the following are the salient findings in this study:

1. After the one sample t-test of the responses of the teachers in Santisimo Rosario Elementary School, the respondents are in agreement of the following indicators for **professional/ teacher collaboration** being practiced in their school:
  - **PTC 4:** The student behavior code is a result of collaboration and consensus among staff;
  - **PTC 6:** Teachers have opportunities for dialogue and planning across grade and subjects;
  - **PTC 8:** Teachers take time to observe each other teaching; and
  - **PTC10:** Teachers are generally aware of what other teachers are teaching.
2. The respondents are in agreement of the following indicators for **affiliative collegiality** being practiced in their school:
  - **AC 1:** Teachers and staff tell stories of celebrations that support the school's values;
  - **AC 2:** Teachers and staff visit/talk/meet outside of the school to enjoy each other's company; and
  - **AC 6:** There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.
3. After the one sample t-test of the responses of the teachers in Santisimo Rosario Elementary School, there is **no conclusive agreement** among respondents about the indicators for **Self-Determination and Learning Partnership**.
4. The respondents are in agreement of one indicator for **Collaborative Governance** being practiced in their school:
  - **CG9:** Administrators protect instruction and planning time.
5. After the multiple regression of the indicators in Organizational Culture (PTC, AC, SD and LP) and the Collaborative Governance indicators, the following are the results of the prediction of IV to DV.
  - **For CG1: Valuing Teachers Ideas**, change in CG1 can be accounted to the predictors of Organizational Culture PTC and AC. However, Learning Partnership and Self-Determination are not significant predictors of Valuing Teachers (CG1).
  - **For CG2: Trusting teachers professional judgement**, change in CG2 can be accounted to the predictors of Organizational Culture PTC, AC and SD. However, Learning Partnership is not a significant predictor of Trusting teachers' professional judgement (CG2).

- **For CG3: Trusting teachers' professional judgement**, change in CG3 can be accounted to all the predictors of Organizational Culture.
- **For CG4: Involving teachers in the decision-making process**, change in CG4 can be accounted to the predictors of Organizational Culture PTC, AC and SD. However, Learning Partnership is not a significant predictor of Involving teachers in the decision-making process (CG4).
- **For CG5: Allowing teachers to work together**, change in CG5 can be accounted to the predictors of Organizational Culture PTC and LP. However, Affiliative Collegiality and Self-Determination are not significant predictors of allowing teachers to work together (CG5)
- **For CG6: Keeping teachers informed**, change in CG6 can be accounted to the predictors of Organizational Culture PTC and SD. However, Affiliative Collegiality and Learning Partnership are not significant predictors of keeping teachers informed (CG6)
- **For CG7: Rewarding teachers for New Ideas and Techniques**, change in CG7 can be accounted to the predictors of Organizational Culture PTC and AC. However, Self-Determination and Learning Partnership are not significant predictors of rewarding teachers for new ideas and techniques (CG7)
- **For CG8: Supporting risk-taking and innovation in teaching**, change in CG8 can be accounted to the predictors of Organizational Culture PTC, SD and LP. However, Affiliative Collegiality is not a significant predictor of supporting risk-taking and innovation in teaching (CG8).
- **For CG9: Protecting instruction and planning time**, change in CG9 can be accounted to all the predictors of Organizational Culture.
- **For CG10: Encouraging teachers to share ideas**, change in CG10 can be accounted to the predictors of Organizational Culture PTC, SD and LP. However, Affiliative Collegiality is not a significant predictor of encouraging teachers to share ideas (CG10).

### 5.3. Conclusions

1. The responses of the respondents do not vary significantly from each other as to perception on Professional/teacher collaboration.
2. The responses of the respondents do not vary significantly from each other as to perception on Affiliative Collegiality.
3. The responses of the respondents vary significantly from each other as to perception on Self-determination in all indicators.
4. The responses of the respondents vary significantly from each other as to perception on Learning Partnership in all indicators.
5. The responses of the respondents do not vary significantly from each other as to perception on Collaborative Governance.
6. There is a significant prediction of organizational culture on **Praising teachers (CG3)** and **Protecting instruction and planning time (CG9)**
7. There is a significant prediction of organizational culture in terms of PTC, SD and LP on **Supporting risk-taking and innovation in teaching (CG8)** and **Encouraging teachers to share ideas (CG10)**
8. There is a significant prediction of organizational culture in terms of PTC, AC and SD on **Trusting teachers professional judgement (CG2)** and **Involving teachers in the decision-making process (CG4)**
9. There is a significant prediction of organizational culture in terms of PTC and AC on **Rewarding teachers for New Ideas and Techniques (CG7)**
10. There is a significant prediction of organizational culture in terms of PTC and SD on **Valuing teachers' ideas (CG1)** and **Keeping teachers informed (CG6)**
11. There is a significant prediction of organizational culture in terms of PTC and LP on **Allowing teachers to work together (CG5)**



#### 5.4. Recommendations

Based on the results, the following recommendations are made to make the weak points strong:

1. **On trusting teachers' professional judgment**, the school should consider reflecting a true "sense" of being a community by establishing activities that foster trust among teachers. This involves giving opportunities for dialogue and planning across grade levels and subject areas. This consequently can make school members interdependent and value each other. Also, members of the school community should seek alternatives to problems/issues rather than repeating what they have always done.
2. **On praising teachers**, a culture of trust towards the professional judgment of teachers must be developed. Community members may help to support teachers in order to attain success with students. Parents and guardians must actively partake in planning for the decision of the school and in working together the teachers to develop and evaluate programs and projects. Thus, teachers can feel they are praised and valued.
3. **On involving teachers in the decision-making process**, teachers should have opportunities for dialogue and planning across grade and subjects. They must also be given the chance to tell stories of celebrations that support the school's values and visit/talk/meet outside the school to enjoy each other's company. These measures can develop collaborative practices thus resulting to effective decision-making involvement.
4. **On allowing teachers to work together**, teachers should also be provided with opportunities for dialogue and planning across grades and subjects and parents and guardians support teachers contributing to their success with students. This will prosper teachers' trust to one another and stakeholders' support which can result to a greater collaboration opportunity.
5. **On keeping teachers informed**, teachers' performance must reflect the mission of the school. They should be well-informed about the mission of the school so that everything they do is guided by the same principles. Frequent re-visiting and focused group discussions on school's vision, mission and goals can greatly help them become informed.
6. **On supporting risk-taking and innovation in teaching**, teachers and staff may be involved in the decision-making process with regard to materials and resources. This can be made possible by allowing them to contextualize their materials and strategies in order to cater the needs of the learners. They must be encouraged to try innovative ways to meet the demands of the time and bridging the gap on learner's performance.
7. **On protecting instruction and planning time**, the school as a whole may reflect a true "sense" of community by giving one another the chance to partake in planning and brainstorming. Also, teachers should understand the mission of the school by frequently anchoring all their activities and projects for the attainment of such mission. Lastly, students must accept responsibility for their schooling in order to save time in instruction. They should be trained on how to develop effective study habits and responsibility in learning.
8. **On encouraging teachers to share ideas**, teachers and staff must be involved in the decision-making process with regard to materials and resources. They must be treated as people who can share ideas pertaining to innovation and enhancement of teaching-learning process. These measures can encourage teachers to share ideas and contribute meaningfully for the betterment of the learning outcomes. Notwithstanding the fact that students must accept responsibility for their schooling, for example, they engage mentally in class and complete homework assignments on time.

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