Structural and Cultural Viewpoints of School Heads and Direction Practices of Teachers in Public Elementary Schools, Caraga District, Phillipines

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Authors' contributions

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

Original Research Article

ABSTRACT

This study investigated the relationship between the structural culture viewpoints of school heads and the direction practices of public elementary school teachers in Caraga District, Division of Davao Oriental. Given the pivotal role of school leadership in shaping effective instructional behaviors, the research aimed to highlight how structural cultural factors influence teachers' professional practices. A descriptive-correlational design was employed with a sample of 135 teachers selected through universal sampling. Standardized survey questionnaires were used to collect data, which were analyzed using mean, Pearson product-moment correlation, and multiple regression. Results revealed that the structural culture viewpoints of school heads were rated as

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high (M = 3.54), as were the direction practices of teachers (M = 3.69). Correlation analysis indicated a significant positive relationship between the two variables (r = 0.58, p = 0.000). Regression analysis further showed that specific domains of structural cultural viewpoints significantly influenced teachers' direction practices (R = 0.62, p = 0.000). These findings underscore the importance of strengthening school leadership frameworks that promote coherence between structural culture and classroom practices. It is recommended that school leadership programs prioritize cultural alignment and support systems that enhance teachers' instructional direction within their professional contexts.

1. INTRODUCTION

In recent years, the direction practices of teachers in public elementary schools have been increasingly scrutinized due to persistent concerns about instructional consistency, professional autonomy, and classroom leadership (Wang et al., 2021). Many teachers face challenges in executing effective direction practices, which include goal-setting, instructional supervision, classroom decision-making, and learner guidance (Bulterman-Bo, 2022). These challenges are often exacerbated by external factors such as unclear expectations from school leadership, limited professional development, and the absence of a supportive school environment (Chinn et al., 2021). As a result, the overall quality of teaching and learning in public schools is compromised, prompting the need to investigate the underlying factors influencing how teachers direct their classroom practices.
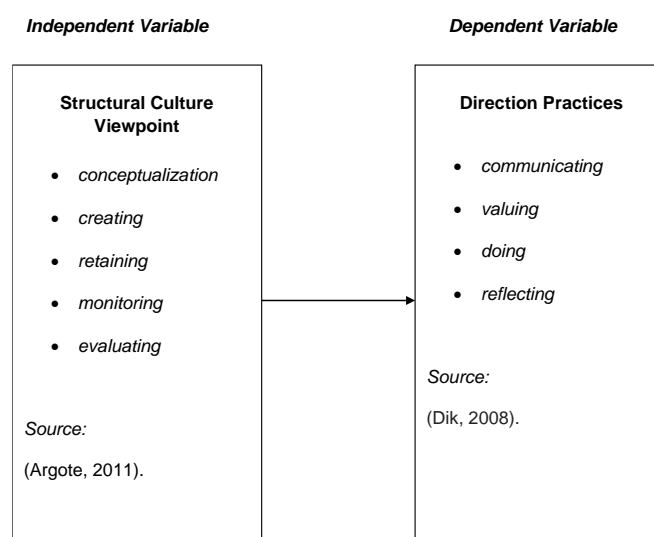
Globally, countries have placed great emphasis on enhancing teacher direction practices through systemic support and leadership alignment. In Singapore, collaborative planning and autonomy in classroom decisions are encouraged within a well-structured educational culture (Javed, 2025). Japan invests in lesson study models and continuous professional development to sharpen direction practices (Phiri, 2020), while Canada promotes inclusive leadership and instructional coaching to guide teacher performance (MacCormack, 2021). These countries demonstrate that when teacher direction practices are aligned with strong school structures and leadership support, the quality of teaching and learning improves significantly.

In the Philippine context, public elementary teachers continue to face difficulties in implementing direction practices effectively due to bureaucratic constraints, leadership inconsistencies, and a lack of sustained instructional support (Tulung et al., 2022). While the Department of Education has initiated reforms such as the RPMS-PPST and school-based management programs, many teachers still report ambiguity in instructional expectations and limited influence over classroom direction (Tingabngab & Binayao, 2023). Furthermore, school heads vary in how they translate structural expectations into actionable guidance, which in turn affects how teachers organize and direct their classroom practices.

The relationship between the structural culture viewpoints of school heads and the direction practices of teachers is critical in understanding the internal dynamics of school leadership and classroom instruction (Salisbury, 2020). Structural culture—referring to the embedded values, routines, authority structures, and decision-making protocols within a school—plays a pivotal role in shaping how teachers interpret their responsibilities and exercise direction in their classrooms (Çoban et al., 2023). When school heads promote a culture that fosters clarity, collaboration, and consistency, teachers are more likely to exhibit stronger and more purposeful direction practices aligned with institutional goals (Bellibaş et al., 2022).

Despite the recognized importance of leadership and school structure in influencing teaching practices, there remains a research gap in examining how the structural culture viewpoints of school heads directly relate to the direction practices of teachers, particularly in rural and less-studied districts like Caraga in the Division of Davao Oriental. Existing studies tend to focus either on leadership styles or instructional outcomes in isolation, leaving a lack of comprehensive inquiry into the intersection of structural culture and direction practices in the local Philippine context.

Independent Variable

Dependent Variable

Structural Culture Viewpoint	**Direction Practices**
• *conceptualization* • *creating* • *retaining* • *monitoring* • *evaluating* *Source:* (Argote, 2011).	• *communicating* • *valuing* • *doing* • *reflecting* *Source:* (Dik, 2008).

Fig. 1. Conceptual Framework of the Study

This study aimed to examine the significant relationship between the structural culture viewpoint of school heads and the direction practices of teachers in public elementary schools in Caraga District, Division of Davao Oriental. By investigating this relationship, the study seeks to contribute insights on how school leadership structures influence classroom direction, thereby providing implications for leadership training, school management policies, and teacher development programs.

1.1 Statement of the Problem

This study was conducted to determine the structural culture viewpoints of school heads and direction practices of teachers in public elementary schools in Caraga District, Division of Davao Oriental. Specifically, it sought answers to the following sub-problems:

1. What is the level of structural culture viewpoints of school heads in public elementary schools in terms of:

1.1 conceptualization,
1.2 creating,
1.3 retaining,
1.4 monitoring and
1.5 evaluating?

2. What is the level of direction practices of teachers in public elementary schools in terms of:

2.1 communicating,
2.2 valuing,

2.3 doing and
2.4 reflecting?

3. Is there significant relationship on the level of structural culture viewpoints of school heads and direction practices of teachers?

4. Which domains of structural culture viewpoints of school heads significantly influence direction practices of teachers?

1.2 Hypotheses

The null hypotheses were tested at 0.05 level of significance:

Ho1. The structural culture viewpoints of school heads has no significant relationship on direction practices of teachers in public elementary schools.

Ho2. The domains of structural culture viewpoints of school heads do not significantly influence direction practices of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design utilizing the correlational method. This design was deemed appropriate for investigating the degree of association between the structural culture viewpoints of school heads and the direction

practices of teachers in public elementary schools. As Pregoner (2025) emphasized, correlations between variables can arise from shared behavioral patterns or external organizational factors. The correlational method in this study enabled the researcher to examine whether the structural culture upheld by school heads significantly related to how teachers exercised direction practices in their classrooms. Through this approach, the study aimed to identify structural leadership influences that could inform school governance, classroom management, and instructional guidance policies.

2.2 Research Respondents

The respondents of this study were 135 public elementary school teachers from the Caraga District, Division of Davao Oriental. All respondents were actively teaching in various grade levels across the district and represented diverse educational backgrounds and lengths of service. The study employed universal sampling, in which the entire population of eligible public elementary school teachers in the district was included. Prior to data gathering, the respondents were informed of the study's objectives and voluntarily participated by responding truthfully to the research instruments. Data collection was undertaken during the academic year 2022–2023.

2.3 Research Instrument

The primary data collection tool in this study was a researcher-made survey questionnaire designed to assess the structural culture viewpoints of school heads and the direction practices of teachers. The items were developed based on conceptual frameworks, literature reviews, and previous empirical studies on organizational culture and teacher leadership. To ensure validity, the instrument was subjected to thorough face and content validation by a panel of experts in Educational Administration, Organizational Behavior, and Elementary Education. Suggestions from the experts were incorporated to improve item clarity, relevance, and alignment with the study objectives.

To determine reliability, a pilot test was administered to 30 public elementary school teachers from a neighboring district not included in the main study. The internal consistency results showed high reliability, with a Cronbach's Alpha of 0.912 for the Structural Culture

Viewpoints subscale and 0.927 for the Direction Practices subscale.

2.4 Data Gathering Procedure

The data gathering process was conducted systematically and in accordance with ethical research standards. The researcher first secured endorsement from the Dean of the Graduate School and obtained ethical clearance from the institution's Ethics Review Committee. A formal request to conduct the study was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, endorsement letters were issued to school heads within the Caraga District, authorizing the distribution of the research instrument.

A pilot test was initially conducted to assess the instrument's reliability and comprehensibility. Revisions were made accordingly. The finalized questionnaires were then distributed to the 135 teacher-respondents using the universal sampling method. The researcher oriented the participants on the study's purpose and gave instructions for completing the survey. After completion, the questionnaires were personally collected by the researcher and forwarded to a licensed statistician for encoding, tabulation, and statistical analysis.

2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the level of structural culture viewpoints of school heads and the level of direction practices of teachers. It provided insight into how frequently these constructs were perceived and practiced by the respondents.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical method was used to determine the strength and direction of the relationship between the structural culture viewpoints of school heads and the direction practices of teachers.

Multiple Regression Analysis. This was utilized to identify which specific domains of structural culture viewpoints significantly influenced the direction practices of teachers. It helped pinpoint the structural leadership aspects most predictive of effective classroom direction.

3. RESULTS AND DISCUSSION

3.1 Level of Structural Culture Viewpoints of School Heads in Public Elementary Schools

Presented in Table 1 is the summary of the domains in the level of structural culture viewpoints of school heads in public elementary schools, which include conceptualization, creating, retaining, monitoring, and evaluating. Among these, the domain retaining received the highest mean of 3.80, categorized as "high," followed closely by evaluating at 3.79 and monitoring at 3.69, both of which were also rated "high." The domains creating and conceptualization received mean scores of 3.38 and 3.02 respectively, both interpreted as "moderate." The overall mean of 3.54 indicates a "high" descriptive level, suggesting that teachers perceive school heads to regularly exhibit structural culture practices.

The overall standard deviation of 0.45 suggests a moderate consistency in teachers' perceptions of structural culture across the different domains. The higher scores in retaining, monitoring, and evaluating suggest a strong emphasis among school heads on sustaining, assessing, and managing structural processes. Meanwhile, the moderate ratings in conceptualization and creating may indicate the need for further enhancement in innovative planning and structural development in school leadership.

This result supports the findings of Yekani et al. (2024), who asserted that leadership focused on monitoring and evaluation significantly strengthens school culture and performance. Similarly, Óskarsdóttir et al. (2020) emphasized that the capacity of school heads to institutionalize structural frameworks directly influences organizational improvement and teacher effectiveness. In the same vein, Srisathan et al. (2020) noted that clarity and coherence in structural viewpoints are essential in fostering a stable and productive school environment.

3.2 Level of Direction Practices of Teachers in Public Elementary Schools

Presented in Table 2 is the summary of the domains in the level of direction practices of teachers in public elementary schools, which include communicating, valuing, doing, and reflecting. The highest mean was observed in the domain valuing at 3.99, followed by doing with 3.80, and communicating with 3.53. The domain reflecting, while receiving the lowest mean at 3.44, still falls under the "high" descriptive level. The overall mean of 3.69 indicates that teachers consistently demonstrate high levels of direction practices in their instructional work.

The overall standard deviation of 0.45 indicates a moderate level of consistency in responses across direction practices. The strong performance in valuing and doing highlights teachers' deep engagement in task execution and recognition of professional values. The slightly lower rating in reflecting, though still high, suggests opportunities for strengthening critical analysis and introspection in teaching practices.

This finding aligns with the research of Wang et al. (2021), who emphasized that teacher clarity, commitment, and reflection significantly contribute to improved learning outcomes. Similarly, Chinn et al. (2021) noted that effective direction practices rooted in communication, professional values, and reflective action are key to sustaining high instructional quality. Moreover, Bulterman-Bos (2022) argued that teachers who continuously reflect and align their actions with core educational values create more responsive and dynamic classroom environments.

3.3 Significant Relationship between Structural Culture Viewpoints of School Heads and Direction Practices of Teachers in Public Elementary Schools

Presented in Table 3 is the correlation analysis between the structural culture viewpoints of school heads and the direction practices of teachers in public elementary schools. The relationship between these two variables yielded a correlation coefficient (R) of 0.58 and a p-value of 0.000, which is lower than the 0.05 level of significance. This indicates a high and statistically significant positive relationship between the structural culture viewpoints of school heads and the direction practices of teachers. The R^2 value of 0.34 implies that 34% of the variation in teachers' direction practices can be explained by the structural culture perspectives held by their school heads. Since the p-value is less than 0.05, the null hypothesis (Ho_1) is rejected, confirming that there is a significant relationship between the two variables.

Table 1. Descriptive statistics showing domains in school heads in public elementary schools

Domains	SD	Mean	Descriptive Level
Conceptualization	0.52	3.02	Moderate
Creating	0.44	3.38	Moderate
Retaining	0.39	3.80	High
Monitoring	0.41	3.69	High
Evaluating	0.47	3.79	High
Overall	0.45	3.54	High

Table 2. Descriptive statistics showing domains in direction practices of teachers in public elementary schools

Domains	SD	Mean	Descriptive Level
Communicating	0.49	3.53	High
Valuing	0.36	3.99	High
Doing	0.42	3.80	High
Reflecting	0.51	3.44	High
Overall	0.45	3.69	High

Table 3. Inter-relationship between structural culture viewpoints of school heads and direction practices of teachers in public elementary schools

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision
Structural Culture Viewpoints	3.54	0.45					
			0.58	0.34	High	0.000	Reject Ho_1
Direction Practices	3.69	0.45					

Table 4. List of domains of structural culture viewpoints that significantly influence direction practices of teachers in public elementary schools

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	2.19	0.52		4.21	0.000	Significant
Conceptualization	0.37	0.34	0.32	3.89	0.000	Significant
Creating	0.41	0.39	0.36	4.12	0.000	Significant
Retaining	0.44	0.42	0.38	4.34	0.000	Significant
Monitoring	0.46	0.43	0.40	4.47	0.000	Significant
Evaluating	0.43	0.41	0.37	4.05	0.000	Significant
Regression Model						
Direction Practices = 2.19 + 0.37(Conceptualization) + 0.41(Creating) + 0.44(Retaining) + 0.46(Monitoring) + 0.43(Evaluating)						
R = 0.62; R^2 = 0.38; F = 61.82; p-value = 0.000						

This finding implies that when school heads emphasize structural practices such as conceptualization, monitoring, and evaluation, teachers are more likely to exhibit strong direction practices such as valuing, doing, and reflecting. A clearly defined and systematically managed school structure fosters an environment where teachers feel supported, guided, and motivated to align their teaching actions with institutional goals.

This result supports the findings of Bellibaş et al. (2022), who asserted that organizational structure significantly shapes teaching behaviors and professional interactions. Likewise, Salisbury (2020) emphasized that school culture, when rooted in strategic structural foundations, promotes greater role clarity and direction among teachers. Moreover, Çoban et al. (2023) concluded that leadership anchored in strong structural viewpoints positively influences teacher

engagement and instructional coherence across grade levels.

3.4 Domains of Structural Culture Viewpoints that Significantly Influence Direction Practices of Teachers in Public Elementary Schools

Presented in Table 4 is the regression analysis examining how the different domains of structural culture viewpoints significantly influence the direction practices of teachers in public elementary schools. The regression model predicting direction practices is expressed as: Direction Practices = 2.19 + 0.37 (Conceptualization) + 0.41 (Creating) + 0.44 (Retaining) + 0.46 (Monitoring) + 0.43 (Evaluating). The model accounts for 38% of the variation in direction practices, as indicated by the R^2 value of 0.38. The model is statistically significant, with an F-value of 61.82 and a p-value of 0.000, confirming that specific domains of structural culture viewpoints significantly influence how teachers direct their instructional work.

These findings suggest that when school heads focus on clear conceptualization, continuous improvement, and evaluation systems, they foster environments where teachers communicate, act, and reflect more effectively. Among the domains, monitoring yielded the highest beta value, indicating it has the strongest predictive power. This means that when school leaders actively monitor structural aspects of teaching and learning, teachers are more likely to exhibit responsive and aligned direction practices. Other influential domains—such as retaining and evaluating—contribute to instructional continuity and reflective teaching. These structural components serve as guiding frameworks for teachers in managing classroom behaviors, instructional goals, and collaborative decisions.

This result is consistent with the findings of Hargreaves (2021), who emphasized that structural coherence in schools enhances teacher direction and instructional clarity. Similarly, Osher et al. (2021) pointed out that systems emphasizing monitoring and evaluation foster teacher accountability and strategic alignment. Moreover, according to Mehan (2022), a school culture built around structured practices directly contributes to improved teacher performance, student outcomes, and institutional stability.

4. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of structural culture viewpoints among public elementary school teachers is often observed, with moderate to high ratings across the domains of conceptualization, creating, retaining, monitoring, and evaluating. This reflects the schools' adherence to structured frameworks that promote clarity, consistency, and sustainability in organizational practices. Such a structured environment enables teachers to align their goals and actions with institutional expectations. When structural culture is embedded in the system, it enhances efficiency, supports collaboration, and encourages systematic planning and accountability in schools.

Secondly, the level of direction practices among public elementary school teachers is also often observed. Teachers reported high ratings in communicating, valuing, doing, and reflecting. This indicates that direction practices are actively demonstrated in the instructional and organizational routines of teachers. These practices allow teachers to remain purpose-driven, responsive to learners' needs, and aligned with the school's mission. Promoting direction-focused behaviors contributes to instructional coherence and effective classroom leadership.

Thirdly, a significant relationship between structural culture viewpoints and direction practices was observed. This suggests that schools with a well-established structural culture enable teachers to carry out direction practices more effectively. The high and statistically significant correlation underscores the importance of organizational structure in shaping teacher behavior. When the school system supports conceptualization, creation, and evaluation, it positively influences how teachers plan, act, and reflect on their work.

Finally, the domains of structural culture viewpoints significantly influence direction practices. Among these, monitoring emerged as the strongest predictor, followed closely by retaining, evaluating, creating, and conceptualization. These findings highlight the value of systematic oversight and feedback in guiding teacher behaviors. When schools prioritize structured monitoring and evaluation

processes, they foster environments where teachers are more aligned, accountable, and direction-oriented. These results affirm that strengthening structural culture is essential to enhancing teachers' direction practices and ensuring institutional alignment in public elementary education.

5. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

For DepEd officials, it is recommended to institutionalize capacity-building programs that strengthen the structural culture within public elementary schools—particularly in the areas of monitoring, evaluating, retaining, and creating. These structural domains should be embedded in school governance frameworks, performance monitoring systems, and professional development plans. DepEd may also develop policies that ensure alignment between structural efficiency and teacher direction practices, promoting consistency, clarity, and accountability in school operations. Such initiatives can reinforce institutional coherence and enhance instructional effectiveness across public elementary schools.

School administrators are encouraged to foster a school culture that supports a strong structural foundation and promotes clear direction in teaching practices. They should implement systems that emphasize data-driven monitoring, collaborative evaluation, and resource sustainability. Simultaneously, administrators may initiate programs that encourage teachers to articulate shared values, act on school goals, and reflect on instructional practices. Building trust through structured guidance, transparent communication, and consistent support will help strengthen both organizational systems and teacher engagement.

For teachers, the study recommends active participation in institutional planning and reflective practice initiatives. Teachers are encouraged to internalize their roles within the school structure and contribute meaningfully to direction-setting efforts. Engagement in school-based planning, self-assessment processes, and instructional alignment efforts can further develop their professional commitment. By supporting structural culture and exercising direction practices such as valuing and reflecting, teachers contribute to an organized and purpose-driven school environment.

Lastly, for future researchers, it is suggested to investigate the causal impact of structural culture on instructional outcomes and teacher motivation. Future studies may also explore how direction practices mediate the relationship between school systems and student performance. Employing mixed-method or comparative research across public and private school settings may offer deeper insights into how structure and direction co-shape educational effectiveness within the Philippine context.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

CONSENT

The conduct of this study strictly conformed to established ethical guidelines to ensure the protection of participants' rights, dignity, and overall well-being. Prior to data collection, the researcher secured the required approvals from institutional authorities, including the endorsement from the Dean of the Graduate School and clearance from the officially appointed Ethics Review Committee. The study was carried out in accordance with the ethical framework proposed by Pregoner et al. (2025), consistent with current standards for educational research involving human subjects. Participation was completely voluntary, with all individuals being thoroughly informed about the study's purpose, procedures, and their right to decline or withdraw at any point without penalty. Informed consent was obtained to affirm their comprehension and agreement to take part. No personally identifying data were gathered, and strict confidentiality measures were observed to maintain anonymity. All collected information was utilized exclusively for academic purposes. These ethical safeguards ensured the research process remained transparent, responsible, and principled.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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