

Directorial Culture and Reforming Power of Public Elementary School Teachers

ABSTRACT

This study aimed to determine the level of directorial culture and reforming power of public elementary school teachers in Sta. Maria District, Division of Davao Occidental. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents of this study were the 131 teachers of public elementary schools in Sta. Maria District, Division of Davao Occidental, using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the degree of directorial culture of public elementary school teachers in terms of narrow-mindedness, accountability and participation was high and oftentimes manifested, with a mean score of 3.94. Moreover, the level of reforming power of public elementary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion was high and oftentimes manifested with a mean score of 3.87. It was found that there was a significant relationship between directorial culture and the reforming power of public elementary school teachers with a p-value of 0.000. It revealed further that the domains of directorial culture significantly influence reforming power of teachers with a p-value of 0.000. It is recommended that school administrators and policymakers develop and implement professional development programs and activities that enhance the positive aspects of directorial culture, such as accountability and participation. These initiatives should also aim to strengthen the reforming power of teachers. Furthermore, regular assessments and feedback mechanisms should be established to sustain and improve the interplay between directorial culture and teachers' reforming power.

Keywords: directorial culture, reforming power, public elementary school, teachers, optimistic, dignity, carefulness.

1. INTRODUCTION

Directorial culture in education refers to the prevailing norms, practices, and attitudes shaped by leadership within schools or educational systems. It encompasses the methods by which administrators and policymakers guide institutions, prioritize objectives, and influence the behavior of teachers and students (Özgenel&Ankaralıoğlu, 2020). While a well-established directorial culture can set clear expectations and foster collaboration, it may also impose rigid structures that restrict teacher autonomy and creativity (DiPaola & Wagner, 2018). Reforming these dynamics is essential to balance institutional guidance with professional freedom (Radcliffe et al., 2018).

Teacher empowerment is a critical factor in fostering innovation and adaptability in education. In the Philippines, empowering teachers involves recognizing their expertise, amplifying their voices in decision-making, and creating environments that encourage collaboration and responsiveness to diverse student needs (Labisig&Baluyos, 2023). Empowered teachers can transform into agents of change, contributing to both classroom success and the evolution of educational practices and policies (Omodan et al., 2024).

In the Davao Region, directorial culture typically reflects top-down management approaches, where administrators set goals, policies, and priorities that guide school operations. While this structure promotes clarity and uniformity, it may also marginalize teachers' voices, limiting their ability to influence decisions and exercise professional judgment (Hifarva Jr. &Bauyot, 2024). A shift toward shared leadership and participatory decision-making can address this imbalance, fostering a collaborative culture that leverages teachers' insights to inform curricula, policies, and reforms (Alipio, 2020). Such an approach enhances professional agency and motivation, driving meaningful educational change (Traver-Marti et al., 2023).

Given this context, this study examines the interplay between directorial culture and the empowerment of public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. The findings are expected to guide the development of administrative policies that enhance educational relevance and effectiveness. By addressing these issues, this study aspires to contribute meaningful insights and practical recommendations for fostering a more adaptive and equitable educational system.

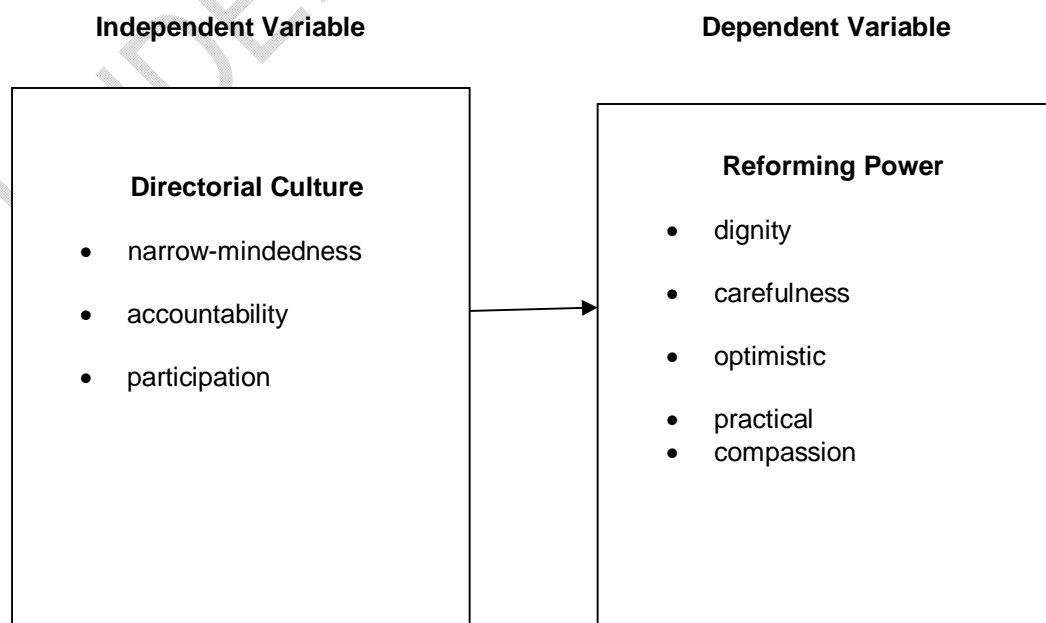


Figure 1: Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study used the non-experimental quantitative research design utilizing correlational method. This method was used when the objective described the status of the situation as it existed at the time of the study to explore the causes of a particular phenomenon. This descriptive survey dealt on quantitative data about the said phenomenon. For the quantitative aspect, an appropriate schedule for gathering the data was designed for the target respondents to answer the questions (Pregoner & Baguio, 2024).

Quantitative research design relates to the design of a research plan which uses quantitative research methods. Quantitative research design is aimed at discovering how many people think, act or feel in a specific way (Leavy, 2022). Quantitative projects involve large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research. The standard format in quantitative research design is for each respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The data is supplied in a numerical format, and can be analyzed in a quantifiable way using statistical methods. Surveys can, however, be tailored to branch off if the respondent answers in a certain way - for instance people who are satisfied or dissatisfied with a service may be asked different questions subsequently (Pregoner, 2024).

This design ensures that the process of quantitative research is far more efficient than it would be if qualitative-style open ended questions were employed. It is more efficient because it is then not necessary to carry out the time-consuming process of coding vast quantities of open-ended responses (King et al., 2021). However, quantitative research design does often allow the inclusion of another category in the list of possible responses to questions, where appropriate (Edmonds, 2016).

This design was appropriate since the study aimed to determine the significant relationship between directorial culture and the reforming power of public elementary school teachers in Sta. Maria District, Division of Davao Occidental.

2.2 Research Respondents

The respondents of this study comprised 131 public elementary school teachers from the Sta. Maria District, Division of Davao Occidental. The researcher employed universal sampling, meaning the entire population within the study area was included as respondents. These teachers, all of whom had served in public schools for at least three years and were employed full-time, evaluated the level of directorial culture and the reforming power of public elementary school teachers. The study was conducted during the school year 2021–2022.

2.3 Research Instrument

The research instrument utilized for this study was a self-made questionnaire, specifically designed by the researcher to address the study's objectives. The content was developed based on concepts from various authors and contextualized to suit the local setting. Refinements to the questionnaire were made with the assistance of the thesis adviser and three expert validators, who thoroughly assessed its content for relevance, clarity, and validity.

The questionnaire consisted of 45 items, divided into 9 indicators, with each indicator containing 5 specific questions. A Likert scale was employed to measure the levels of directorial culture and teacher empowerment among public elementary school teachers in the Sta. Maria District, Division of Davao Occidental.

To ensure reliability, the questionnaire underwent pilot testing with 30 teachers from a separate school within the same district. The instrument achieved a Cronbach's alpha coefficient of 0.834, indicating a good level of internal consistency.

2.4 Data Gathering Procedure

The researcher secured a letter of permission to conduct the study on the directorial culture and empowerment of public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. This letter, along with a letter of appearance, was duly signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, school principals, moderators, or teachers-in-charge of the public elementary schools involved. Adequate and clear copies of the questionnaire were printed to ensure smooth administration. The researcher personally distributed the questionnaires to the respondents, requesting them to answer honestly to elicit valid and reliable data. Remarkably, a 100% retrieval rate of the questionnaires was achieved. The responses were then collated, tabulated, and subjected to statistical treatment. The analyzed data were subsequently interpreted in line with the study's objectives.

2.5 Data Analysis

The gathered data were systematically classified, analyzed, and interpreted using various statistical tools. The mean was utilized to determine the level of directorial culture and the renewing power of public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. To measure the significant relationship between directorial culture and teacher empowerment, the Pearson Product-Moment Correlation, or Pearson r , was employed. Additionally, regression analysis was conducted to evaluate the significant influence of directorial culture on the renewing power of public elementary school teachers within the district.

3. RESULTS AND DISCUSSION

3.1 Level of Directorial Culture of Teachers

Table 1. Level of Directorial Culture of Teachers

Item	Mean	Descriptive Level
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1	Consideration	4.01	High
2	Intimacy	3.65	High
3	Engagement	4.07	High
	OVERALL	3.94	High

Table 1 presents the level of directorial culture among teachers across three indicators. The highest mean was observed in Engagement (4.07), rated as high, indicating that teachers are highly effective in fostering active participation and interaction within the classroom. Consideration followed closely with a mean score of 4.01, also rated as high, reflecting teachers' ability to show genuine care and concern for their students' well-being. The lowest score was recorded for Intimacy (3.65), still rated as high, demonstrating that teachers are competent in building close, personal relationships with their students. The overall mean score of 3.94 signifies a high level of directorial culture among teachers, suggesting that they are proficient in creating a supportive, engaging, and considerate classroom environment.

This finding is consistent with the study of Bardach et al. (2022), which highlighted the importance of fostering an environment where teachers exhibit positive leadership qualities, such as care and consideration. Their research emphasized that teachers who show genuine concern for their students' well-being and maintain strong, supportive relationships contribute significantly to a positive classroom culture. The high level of directorial culture observed in this study suggests that teachers are highly effective in creating an environment that encourages engagement, consideration, and support, which enhances student participation and learning outcomes.

Furthermore, this result aligns with the work of Amerstorfer et al. (2021), who discussed the role of directorial culture in shaping a classroom environment where teachers can balance leadership and empathy effectively. Their study revealed that teachers who demonstrate high levels of consideration, engagement, and intimacy are better able to cultivate a classroom culture that motivates and supports students in their academic and personal growth. The high mean score in this study further supports these conclusions, demonstrating that teachers are proficient in establishing a supportive, engaging, and considerate environment, thereby positively influencing student behavior and participation in the learning process.

3.2 Level of Reforming Power of Teachers

Table 2.Level of Reforming Power of Teachers

	Item	Mean	Descriptive Level
1	Dignity	4.01	High
2	Carefulness	4.11	High
3	Optimistic	3.35	Moderate
4	Practical	4.01	High
5	Compassion	4.01	High
	OVERALL	3.87	High

Table 2 presents the level of reforming power among teachers across five indicators. The highest mean was observed in Carefulness (4.11), rated as high, indicating that teachers are highly attentive to detail and deliberate in their actions to ensure that students are well-supported. Dignity, Practical, and Compassion followed closely, each receiving a mean score of 4.01, rated as high, reflecting that teachers consistently maintain a respectful and compassionate approach while also being practical in their methods. The lowest score was

recorded for Optimistic (3.35), rated as moderate, suggesting that teachers may not consistently exhibit a high level of optimism in all situations. The overall mean score of 3.87 signifies a high level of reforming power among teachers, implying that they are generally effective in fostering an environment that values respect, care, and practical approaches to student development.

This finding is consistent with the study by Lavy et al. (2020), which emphasized the critical role of teachers' reforming power in shaping a positive and nurturing classroom environment. Their research highlighted that teachers who exhibit qualities such as dignity, carefulness, compassion, and practicality contribute significantly to the development of students' well-being and academic growth. The high level of reforming power observed in this study suggests that teachers are effective in cultivating an environment that not only values respect and care but also promotes practical approaches to student development, fostering a space where students feel supported and encouraged to thrive.

Additionally, this finding aligns with the work of Darling-Hammond & Cook-Harvey (2018), who discussed the importance of teachers' reforming power in motivating and guiding students through their educational journey. Their study emphasized that teachers who demonstrate qualities such as optimism, compassion, and practical strategies create a classroom culture where students can grow academically and personally. The high mean score in this study further supports these findings, indicating that teachers are proficient in establishing a respectful, caring, and practical environment that enhances student learning and development.

3.3 Significance on the Relationship Between the Directorial Culture and Reforming Power

Table 3. Significance on the Relationship Between the Directorial Culture and Reforming Power

Variables	X	Y	r-value	Degree of Correlation	p-value	Decision (Ho)
directorial Culture	4.32		0.875	HighCorrelation	0.00	Rejected
reforming Power		4.31				

Table 3 presents the significance of the relationship between Directorial Culture and Reforming Power among teachers. The r-value of 0.875 indicates a high correlation between the two variables, suggesting that as the level of directorial culture increases, so does the level of reforming power among teachers. This high correlation indicates a strong positive relationship, meaning that teachers who exhibit a high level of directorial culture are likely to also demonstrate a high level of reforming power.

The p-value of 0.00 is less than the commonly accepted significance level of 0.05, leading to the rejection of the null hypothesis (Ho). This suggests that there is a statistically significant relationship between the two variables, and the observed correlation is unlikely to have occurred by chance. This finding implies that teachers who are effective in establishing a supportive, engaging, and considerate classroom environment (directorial culture) are also more likely to demonstrate reforming power—traits such as care, dignity, and practical approaches—that contribute to a transformative learning experience for students.

This finding is consistent with the study of Murphy & Louis (2018), which emphasized the impact of positive leadership behaviors in the classroom on teachers' effectiveness. Their research showed that when teachers exhibit strong leadership qualities, such as fostering a supportive and engaging classroom environment, their capacity to drive positive change in student development increases. The high correlation observed in this study between directorial culture and reforming power supports this notion, suggesting that teachers who demonstrate strong leadership qualities are more likely to exhibit reforming power, thus enhancing their ability to create meaningful change in the classroom.

Furthermore, the result aligns with the work of McNair et al. (2022), which argued that the leadership culture in a classroom setting significantly influences teachers' professional growth and their capacity to inspire change. They highlighted that when teachers display qualities such as care, engagement, and consideration—key aspects of directorial culture—they are better equipped to reform their teaching practices and positively impact students. This study's findings reinforce the importance of directorial culture, indicating that teachers who possess strong leadership skills are better positioned to drive reforms and foster an environment conducive to student success.

In addition, the finding resonates with the research of Ganon-Shilon and Schechter (2019), who underscored the importance of leadership in educational transformation. Their study showed that teachers who exhibit effective leadership and a strong sense of responsibility for student development are more successful in implementing reform strategies. The significant relationship identified in this study between directorial culture and reforming power further corroborates their findings, suggesting that teachers who embody a high level of directorial culture tend to be more effective in leading transformative practices within their classrooms.

3.4 Significant Influence of Directorial Culture and Influence Reforming Power

Table 4. Significant Influence of Directorial Culture and Influence Reforming Power

Model	Sum of Squares	Degrees of Freedom	r-Square	p-value	Decision
Regression	55.3896	2	0.476	0.00	Reject
Residual	503.300	129			
Total	535.100	131			

Directorial Culture					
Reforming Power (Indicators)		B	β	T	Sig.
narrow-mindedness	dignity	-.076	-.057	-.503	0.00
Accountability	carefulness	.014	.014	.125	0.02
Participation	optimistic	-.219	-.205	-1.808	0.00
	practical	-.076	-.057	-.502	0.00
	compassion	.014	.014	.124	0.01
R	.690				0.00
R ²	.476				
F	.671				
P	0.00				

Table 4 presents the significant influence of Directorial Culture on Reforming Power. The Sum of Squares for Regression (55.3896) and Residual (503.300) provide insight into the variance explained by the model and the unexplained variance. The Total Sum of Squares (535.100) represents the total variance in the data. The r-square value of 0.476 indicates that approximately 47.6% of the variance in Reforming Power is explained by the Directorial Culture model. This suggests a moderate to substantial influence of directorial culture on reforming power among teachers.

The p-value of 0.00 is less than the commonly accepted significance level of 0.05, leading to the rejection of the null hypothesis (H₀). This means that the directorial culture has a statistically significant influence on reforming power, and the observed relationship is unlikely to have occurred by chance.

Overall, the data indicates that directorial culture significantly influences reforming power, meaning that teachers who cultivate a positive, supportive, and engaging classroom environment are more likely to exhibit reforming traits such as care, dignity, and practicality, contributing to a transformative learning atmosphere.

This finding affirms Transformational Leadership Theory by Bass (1995), which emphasizes that leaders who inspire, motivate, and create a positive organizational culture are more likely to bring about meaningful change and improvement. In the context of directorial culture, teachers who foster a supportive and engaging classroom environment, exhibiting behaviors such as care, dignity, and practicality, are likely to promote transformational learning. These behaviors lead to a transformative atmosphere where students and educators alike benefit from a collaborative and respectful environment, ultimately enhancing the teacher's reforming power.

Moreover, the result aligns with Ecological Systems Theory by Bronfenbrenner (2005), which posits that individuals are deeply influenced by their environment. Teachers who cultivate a positive classroom culture, by providing care and dignity, influence not only the classroom dynamics but also the broader educational ecosystem. These behaviors, in turn, contribute to their reforming power by creating a conducive environment for transformative change.

According to this theory, the environment (classroom culture) directly impacts the growth and development of individuals (students and teachers), which is consistent with the data indicating a significant relationship between directorial culture and reforming power.

Furthermore, the finding supports Self-Determination Theory by Deci and Ryan (2012), which focuses on intrinsic motivation and the role of supportive environments in promoting personal growth. In this context, teachers who exhibit traits like care, dignity, and practicality in a positive classroom setting contribute to an environment where both teachers and students feel empowered. This sense of autonomy, competence, and relatedness encourages reforming behaviors, as individuals are more likely to engage in behaviors that align with personal and professional growth. The data's confirmation of the link between directorial culture and reforming power further validates this theory, highlighting the importance of a positive, engaging environment in fostering meaningful change in educational practices.

4. CONCLUSION

On the basis of the forgoing findings, the following conclusions are drawn:

It was concluded in this study that the directorial culture of public elementary school teachers in terms of narrow-mindedness, accountability and participation was high and oftentimes manifested by the teachers.

It was determined in this study that the reforming power of public elementary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion was high and oftentimes manifested.

It was clinched in this study that there was a significant relationship between the directorial culture and reforming power of public elementary school teachers.

The domains of directorial culture significantly influence renewing power of public elementary school teachers.

5. RECOMMENDATIONS

Based on the conclusions drawn from this study, the researcher proposes the following recommendations:

It is recommended that the Department of Education may work to improve the directorial culture of public elementary school teachers, particularly in addressing the gray areas related to teachers' awareness of new policies and the importance of complying with school rules while respecting the authority of administrative officials.

The study suggests that the reforming power of public elementary school teachers may be strengthened, particularly in areas such as fostering self-respect when providing constructive feedback and supporting initiatives like free health insurance provisions for colleagues.

It is recommended that both the directorial culture and the reforming power of teachers may be enhanced by school teachers, especially in areas with lower results, such as being more visible and available to co-teachers and students when help is needed and thinking critically before making decisions.

Lastly, it is recommended that school teachers may improve their cooperation and compassion, particularly in the areas identified as requiring improvement, to align better with the goals of enhancing both directorial culture and teacher empowerment.

Ethical Approval:

The researcher secured a letter of permission to conduct the study on the directorial culture and empowerment of public elementary school teachers in the Sta. Maria District, Division of Davao Occidental. This letter, along with a letter of appearance, was duly signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, school principals, moderators, or teachers-in-charge of the public elementary schools involved.

CONSENT:

This quantitative study followed rigorous ethical standards to safeguard the privacy and protection of all participants. Prior to data collection, informed consent was obtained from all respondents, who were fully informed about the study's purpose and the steps taken to maintain confidentiality. To ensure anonymity, no personally identifiable information was gathered, and each respondent was assigned a unique identifier for data analysis. All data were securely stored on encrypted servers, with access restricted to the research team. The results were presented in aggregated form, ensuring that individual responses could not be linked back to any specific participant. Additionally, statistical analyses were performed in a way that further ensured the anonymity of the respondents, maintaining their privacy throughout the research process.

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 spell-checking, 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.

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