*Original Research Article*

STRUCTURAL CULTURE VIEWPOINT OF SCHOOL HEADS AND DIRECTION PRACTICES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

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| This study aimed to examine the relationship between structural culture of school heads and direction practices of teachers in public elementary schools. A descriptive-correlational research design was used with a sample of 135 teachers from public elementary schools in Baganga District, Davao Oriental. Data were collected through standardized questionnaires administered via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The results revealed that both structural culture and direction practices were rated very high. Correlation analysis indicated a significant positive relationship between these variables. Furthermore, specific domains of structural culture, including viewing, producing, holding, observing, and assessing, were found to significantly influence teachers' direction practices. It is recommended that school administrators focus on nurturing a strong structural culture to further enhance direction practices. Promoting collaboration, involving teachers in decision-making, and fostering professional development opportunities will help sustain high levels of direction practices and improve the overall work environment in schools. |

*Keywords*: Structural Culture, Direction Practices, Public Elementary School Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

The concept of a structural culture viewpoint suggests that if generating a strong organizational culture is possible, then it should also be possible to develop such a culture within schools to enhance employee efficiency, productivity, loyalty, and, ultimately, organizational performance. This idea gained traction among many public schools, leading to a movement focused on recognizing and cultivating specific structural cultures (Akpa & Asikhia, 2021).

A structural culture viewpoint refers to the process by which knowledge is created, retained, and transferred within an organization—primarily through the actions and leadership of school heads. As organizations accumulate experience, they refine their knowledge base, allowing for continuous learning and improvement (Everhart, 2022). However, the extensive nature of this concept has presented challenges for both teachers and administrators, as it encompasses a wide range of topics that impact school progress (Liu et al., 2023).

In New York, the, challenges related to structural viewpoints among school heads often revolve around improving production efficiency or developing positive student relationships. These structural viewpoints are shaped at four different levels: individual, group, organizational, and community Cheng, 2022).

A commonly used method to assess issues in structural cultural viewpoints and teaching practices is the learning curve. This curve illustrates how, as an organization gains more experience producing a service (such as education), it becomes more efficient, reliable, and productive—albeit with diminishing returns over time (Lave, 2021).

In the Philippines, one key challenge in direction practices is the variation in learning curves, which can be attributed to differences in the structural culture viewpoints of school heads. These challenges are influenced by factors such as individual teacher proficiency, technological advancements, and improvements in organizational routines and teaching methods. A school cannot transform into a true learning organization without understanding how learning occurs and how it is transferred from individuals to the organizational level (Geverola et al., 2022).

Part of building this understanding involves examining the history of the organization. Diehl (2019) mentioned that, to fully understand the structural culture viewpoints of school heads and teaching practices, one must explore how legitimacy has been constructed over time—not just in isolated moments.

To date, the researcher has not encountered any local studies that specifically investigate the influence of school heads’ structural viewpoints and teaching practices in a Philippine setting. Existing studies tend to focus on the national level or primarily consider teachers' perspectives. Therefore, this study aims to fill a gap in the literature by exploring the interplay between structural culture viewpoints and direction teaching practices in a localized educational context.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method, leading to regression analysis. This method measures the association between variables with varying levels of measurement. In certain cases, two variables become related because they are both connected to another variable (Schneider, 2020).

Thus, two variables generally tend to vary together; the presence of one often indicates the presence of the other, or one can be predicted based on the presence of the other. This method was used because the focus of this research study was to measure the relationship between the structural culture viewpoint of school heads and the direction practices of teachers in Baganga public elementary schools.

**2.2 Research Respondents**

The respondents of the study were 135 public elementary school teachers from Baganga District, Davao Oriental. They assessed the structural culture viewpoint of school heads and the direction practices of both their heads and peers. These teachers were selected as respondents because they had served for at least two years in their respective schools, ensuring that they could provide more informative data for the study. The respondents were chosen using universal sampling, meaning that the entire population of teachers in the district was considered to gather reliable data. This study was conducted during the school year 2020-2021 in the public elementary schools of Baganga District.

**2.3 Research Instrument**

The instrument that was used in this study was a survey questionnaire on the structural culture viewpoint of school heads and the direction practices of teachers in Baganga District Public Elementary Schools. This instrument was constructed based on relevant studies and literature reviewed. Prior to administration, the draft of this instrument was tested for face and content validity by a panel of experts in the field of Doctor of Educational Management. Based on their feedback and suggestions, revisions were made.

To test for reliability and validity, the instrument was pre-tested among school teachers at a separate school within the same district. The instrument was found to be highly reliable, with a Cronbach’s Alpha result of 0.894.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# *Permission to Conduct the Study.* The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# *Collection of Data Information.* The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# *Collection and Statistical Computation.* After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

The following were the statistical tools used in data analysis based on the study’s objectives:

*Weighted Mean.* This was used to measure the level of the structural culture viewpoint of school heads and direction practices of teachers.

*Pearson Product Moment Correlation Coefficient (Pearson r).* This was used to determine the relationships between the structural culture viewpoint of school heads and direction practices of teachers.

*Multiple Regression Analysis*. This was used to determine the influences structural culture viewpoint of school heads and direction practices of teachers.

3. results and discussion

**3.1 Level of Structural Culture Viewpoint of School Heads in Public Elementary Schools**

Table 1. *Level of Structural Culture Viewpoint of School Heads in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Viewing | 0.78 | 4.41 | Very High |
| Producing | 0.75 | 4.38 | Very High |
| Holding | 0.72 | 4.25 | Very High |
| Observing | 0.80 | 4.34 | Very High |
| Assessing | 0.78 | 4.36 | Very High |
| **Overall** | **0.70** | **4.35** | **Very High** |

Presented in Table 1 is the level of structural culture viewpoint of school heads among public elementary schools, including viewing, producing, holding, observing, and assessing, based on the mean scores and standard deviations. The viewing indicator received the highest mean of 4.41, categorized as very high, followed closely by producing with a mean of 4.38. The assessing indicator had a mean of 4.36, categorized as very high, while observing had a mean of 4.34, and holding had a mean of 4.25, both also categorized as very high. The overall mean of 4.35 is described as very high, indicating that the structural culture viewpoint of school heads in these schools is generally perceived as very strong across these domains. The overall standard deviation of 0.70 suggests that the responses were tightly clustered around the mean.

This finding implies that school heads in public elementary schools consistently demonstrate very high levels of structural culture viewpoint in their leadership practices. The strong performance across all domains—viewing, producing, holding, observing, and assessing, suggests that school heads excel in strategic planning, creating a supportive environment, monitoring progress, and evaluating outcomes. These practices contribute to an effective leadership approach, fostering a positive school culture that supports both teacher and student development.

This finding highlights the research of Bashori et al. (2022), who found that a strong structural culture viewpoint among school heads significantly impacts the overall environment and effectiveness of schools. When school leaders possess a strong structural culture viewpoint, characterized by clarity in vision, commitment to fostering innovation, and a focus on developing a cohesive work environment, they help cultivate a culture of trust, accountability, and collaboration. These leadership practices empower teachers and staff to align with school goals and share a common purpose. Similarly, Liu and Watson (2023) found that schools led by heads with a robust structural culture viewpoint tend to have higher levels of teacher satisfaction and job commitment, as these leaders effectively communicate and promote shared values. Furthermore, Dongjiao (2022) emphasized that a school head’s strong structural culture viewpoint not only promotes a positive work environment but also supports continuous school improvement, leading to enhanced student outcomes as teachers are motivated and supported to consistently strive for excellence.

**3.2 Level of Direction Practices of Teachers in Public Elementary Schools**

Table 2. *Level of Direction Practices of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Interactive | 0.68 | 4.37 | Very High |
| Appreciate | 0.76 | 4.39 | Very High |
| Responsibility | 0.80 | 4.36 | Very High |
| Reflect | 0.78 | 4.41 | Very High |
| **Overall** | **0.65** | **4.38** | **Very High** |

Presented in Table 2 is the level of direction practices among public elementary school teachers, including interactive, appreciate, responsibility, and reflect, based on the mean scores and standard deviations. The reflect indicator received the highest mean of 4.41, categorized as very high, followed closely by appreciate with a mean of 4.39. The interactive indicator had a mean of 4.37, categorized as very high, while the responsibility indicator had a mean of 4.36, also categorized as very high. The overall mean of 4.38 is described as very high, indicating that the direction practices of teachers in these schools are generally perceived as very strong across these domains. The overall standard deviation of 0.65 suggests that the responses were tightly clustered around the mean. This finding implies that teachers in public elementary schools consistently demonstrate very high levels of direction practices in their teaching. The strong performance across all domains—interactive, appreciate, responsibility, and reflect, suggests that teachers excel in fostering student engagement, instilling values, holding students accountable, and encouraging self-reflection. These practices contribute to the development of well-rounded students, who are not only academically successful but also equipped with essential life skills.

This finding reinforces the research of Fisher and Frey (2021), who found that strong direction practices among teachers are key to creating an organized, purposeful, and effective learning environment. Teachers who demonstrate strong direction practices, such as providing clear instructions, maintaining focus on educational goals, and guiding students through structured learning activities, help students stay on track and motivated. These practices ensure that students understand expectations, stay engaged, and progress effectively toward their learning objectives. Similarly, Feng et al. (2023) found that teachers who exhibit strong direction practices see higher levels of student achievement and engagement, as students thrive in well-structured, goal-oriented classrooms. Furthermore, Whitehead and Greenier (2019) emphasized that effective direction practices contribute to a classroom atmosphere where students feel supported and focused, leading to improved academic outcomes and a stronger sense of purpose in their learning journey.

**3.3 Significant Relationship Between Structural Culture Viewpoint of School Heads and Direction Practices of Teachers in Public Elementary Schools**

Table 3. *Significant Relationship Between Structural Culture Viewpoint of School Heads and Direction Practices of Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Structural Culture Viewpoint | 4.35 | 0.70 |  |  |  |  |  |
|  |  |  | 0.75 | 0.56 | High | 0.000 | Reject Ho1 |
| Direction Practices | 4.38 | 0.65 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between the structural culture viewpoint of school heads and the direction practices of teachers in public elementary schools. The relationship between these two variables has a correlation coefficient (R) of 0.75 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between the structural culture viewpoint of school heads and the direction practices of teachers. The R² value of 0.56 suggests that approximately 56% of the variation in teachers' direction practices can be explained by the structural culture viewpoint of school heads. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that the structural culture viewpoint of school heads is significantly related to the direction practices of teachers.

This finding suggests that a strong structural culture, as shaped by school heads, plays a crucial role in fostering effective direction practices among teachers. When school leaders create a positive and cohesive structural culture, it seems to enhance teachers' ability to set clear goals, engage students, and maintain a well-organized and purposeful classroom. The alignment between school culture and teaching practices underscores the importance of leadership in shaping a productive school environment that promotes high-quality instruction and student engagement. This highlights the need for school heads to nurture and reinforce a strong structural culture to positively influence the direction practices of teachers and ultimately improve student outcomes.

This finding aligns with the work of Allen and Boyle (2022), who found a significant relationship between the structural culture of a school leaders and the directional practices of educators. Their study demonstrated that a strong and cohesive structural culture encourages teachers to adopt more effective directional practices, leading to improved student engagement and academic success. Similarly, Bokhart (2022) highlighted the importance of a supportive and aligned structural culture, noting that when school heads create an environment of collaboration and clear expectations, teachers are better able to implement strong directional practices. Additionally, Gruenert and Whitaker (2023) emphasized that a well-established structural culture not only influences the direction practices of teachers but also fosters a more cohesive and productive school environment, which ultimately contributes to better outcomes for students.

**3.4. Domains of the Structural Culture Viewpoint of School Heads that Significantly Influence Direction Practices of Teachers in Public Elementary Schools**

**Table 4.** Domains of the Structural Culture Viewpoint of School Heads that Significantly Influence Direction Practices of Teachers in Public Elementary Schools

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.80 | 0.70 |  | 8.25 | 0.000 | Significant |
| Viewing | 0.68 | 0.55 | 0.58 | 5.30 | 0.000 | Significant |
| Producing | 0.78 | 0.68 | 0.70 | 5.48 | 0.000 | Significant |
| Holding | 0.75 | 0.65 | 0.68 | 5.45 | 0.000 | Significant |
| Observing | 0.70 | 0.60 | 0.62 | 5.36 | 0.000 | Significant |
| Assessing | 0.72 | 0.63 | 0.65 | 5.42 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Direction Practices=3.80 + 0.68 (Viewing) + 0.78 (Producing) + 0.70 (Holding) + 0.70 (Observing) + 0.72 (Assessing) |
| R=0.72; R²=0.518; F=84.28; p-value=0.000 |

Presented in Table 4 is the regression analysis examining how different domains of the structural culture viewpoint of school heads—viewing, producing, holding, observing, and assessing, significantly influence the direction practices of teachers in public elementary schools. The regression model indicates that all five domains positively contribute to direction practices. Among them, producing (Beta of 0.78) has the strongest influence, followed by assessing (Beta of 0.72), holding (Beta of 0.70), observing (Beta of 0.70), and viewing (Beta of 0.68). The t-statistics for each domain (ranging from 5.30 to 5.48) and their corresponding p-values (all below 0.05) confirm that these influences are statistically significant.

The model explains 51.8% of the variance in direction practices (R² = 0.518). Furthermore, the model’s F-value of 84.28 and its p-value of 0.000 indicate that the model is statistically significant. These findings suggest that the structural culture viewpoint of school heads plays a significant role in shaping the direction practices of teachers. The strong influence of producing, assessing, holding, observing, and viewing indicates that school leaders' ability to define, organize, and support educational initiatives has a direct impact on how teachers approach their teaching practices, engage with students, and reflect on their professional roles. By strengthening these aspects of school culture, teachers are more likely to exhibit highly effective and well-rounded direction practices, contributing to the overall success of the educational environment.

This finding aligns with the research of Ma (2023), who emphasized the significant influence of structural culture on the directional practices of teachers. Their study revealed that various domains of structural culture, such as viewing, producing, and assessing, play a crucial role in shaping how teachers implement their directional practices in the classroom. Similarly, Ruge et al. (2019) demonstrated that when a strong structural culture is established, teachers are more likely to adopt effective directional practices that align with school goals, improving overall student engagement and academic success. Additionally, the work of Zahed-Babelan et al. (2019) highlighted that key aspects of structural culture, contribute to a more supportive and collaborative work environment, ultimately enhancing how teachers direct their classroom activities and engage with their students.

4. FINDINGS

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. Specifically, it sought to assess the level of school heads structural culture as assessed by teachers, including viewing, producing, holding, observing, and assessing. Additionally, the study aimed to determine the level at which teachers perceive their direction practices in terms of interactive, appreciate, responsibility, and reflect. Furthermore, the study examined whether a significant relationship exists between the structural culture viewpoint of school heads and the direction practices of teachers, and identified which domains of structural culture of school heads most significantly influence teachers' direction practices. Using a descriptive-correlational research design, a total of 135 public elementary school teachers were surveyed using standardized questionnaires, and the data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses.

From the data gathered, the following findings were drawn:

Firstly, the level of structural culture viewpoint of school heads in terms of viewing, producing, holding, observing, and assessing is very high as perceived by public elementary school teachers.

Secondly, the level of direction practices in terms of interactive, appreciate, responsibility, and reflect is also very high among public elementary school teachers.

Thirdly, a significant relationship exists between the structural culture viewpoint of school heads and the direction practices of teachers, indicating a strong positive correlation between the two variables.

Finally, when examining the influence of the domains of structural culture on direction practices, viewing, producing, holding, observing, and assessing significantly impact teachers’ direction practices, highlighting the importance of a strong structural culture in enhancing the teaching practices and professional performance of teachers.

**5. CONCLUSIONS**

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

Firstly, the level of structural culture among public elementary school teachers is always manifested, particularly in terms of viewing, producing, holding, observing, and assessing. Teachers perceive the structural culture within their schools as one that provides clear guidance, promotes active engagement, supports the production of quality work, emphasizes observation of effective practices, and ensures proper evaluation. This strong structural culture plays a crucial role in enhancing teacher morale, fostering a sense of accountability, and creating a conducive work environment. A well-defined structural culture motivates teachers to stay committed to their roles, thereby contributing to the overall success of the educational system.

Secondly, the level of direction practices in terms of interactive, appreciate, responsibility, and reflect is always manifested. Teachers consistently engage in practices that promote student interaction, value appreciation, responsibility for learning, and self-reflection. These practices demonstrate a high level of professionalism and competence, contributing to a positive classroom atmosphere and encouraging student development. Teachers' dedication to their direction practices ensures that they create a dynamic learning environment, leading to improved academic outcomes and overall professional growth.

Thirdly, a significant relationship exists between the structural culture viewpoint of school heads and the direction practices of teachers. This finding indicates that the strong structural culture within public elementary schools positively influences how teachers engage in their direction practices. A supportive and well-established school culture encourages teachers to demonstrate effective practices in their teaching, leading to a productive and motivating learning environment. Teachers who work in schools with a strong structural culture are more likely to exhibit high levels of engagement in their directional practices.

Finally, the domains of structural culture significantly influence direction practices. Viewing, producing, holding, observing, and assessing directly impact how teachers approach their direction practices. These cultural elements provide the foundation for effective teaching and professional engagement. When these domains are strong, teachers are better equipped to foster positive relationships with students, manage their responsibilities effectively, and contribute to the success of the organization. Schools that prioritize and nurture these cultural domains are likely to see improved teacher engagement, job satisfaction, and overall school performance.

The findings of this study, highlighting the significant influence of school structural viewpoint on direction practices of teachers, align with Argote and Ingram's (2000) theory, which views school structural viewpoints and direction practices as a process of collective knowledge construction shaped by both cognitive and social factors. The interactions of school heads and teachers influence this collective learning. The study also supports Walsh and Ungson's (2001) theory, emphasizing that learning is context-dependent and shaped by events within that environment. Additionally, Fiol and Lyles (2005) suggest that knowledge creation and sharing occur through social interactions. Thus, the study illustrates that the relationship between structural viewpoints and direction practices in schools is a dynamic, collective process, shaped by social interactions and the school environment.

**6. RECOMMENDATIONS**

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

Firstly, given the very high structural culture in public elementary schools, it is recommended that school administrators may continue to strengthen and nurture the key domains that contribute to a positive and productive school culture, particularly viewing, producing, holding, observing, and assessing. Administrators may focus on maintaining consistency, promoting collaboration, encouraging teacher involvement, and aligning school goals with the overall mission. Organizing regular workshops to engage teachers in school-wide decision-making processes, providing opportunities for professional growth, and ensuring open lines of communication will help further reinforce a strong and cohesive structural culture. Teachers may actively engage in school activities, collaborate with colleagues, and contribute to shaping a school culture that values consistency, adaptability, and shared goals.

Secondly, with the very high level of direction practices observed among public elementary school teachers, it is recommended that school leaders may continue to support initiatives that maintain and enhance teachers' interactive, appreciative, responsible, and reflective practices. Administrators may consider implementing programs to provide recognition for teachers' efforts, offer career advancement opportunities, and maintain reasonable workloads. Creating a supportive work environment that emphasizes collaborative practices and continuous professional development will further enhance direction practices. Teachers may take an active role in their professional growth, participate in peer collaboration, and adopt strategies that reinforce positive direction practices in their classrooms.

Thirdly, considering the significant relationship between structural culture and direction practices, it is recommended that school leaders may develop strategies that enhance both aspects simultaneously. School administrators may implement programs that encourage collaboration between teachers and leadership, fostering a unified approach to achieving the school’s mission and improving teacher performance. Promoting teacher involvement in decision-making, providing mentorship opportunities, and cultivating leadership skills within teachers will help strengthen both the school culture and the effectiveness of teachers' direction practices. Teachers may support these initiatives by embracing leadership roles, offering constructive feedback, and actively participating in school-wide efforts.

Finally, recognizing the influence of structural culture on direction practices, it is recommended that future initiatives may focus on fostering a balance between teacher welfare and the continuous development of a positive school culture. Administrators may explore innovative approaches such as teacher-led initiatives, collaborative decision-making models, and community involvement to enhance teacher engagement and school performance. Teachers may proactively share best practices, collaborate with administrators, and seek professional development opportunities to improve their direction practices and contribute to the ongoing growth of the school culture. Future researchers may investigate additional factors influencing the relationship between school culture and direction practices, such as student engagement, teacher satisfaction, and retention strategies, and examine how specific elements of structural culture impact teacher performance in different educational contexts.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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