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44/2023

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Leadership factors of educational leaders, organizational culture and teacher competence in Selected Private Higher Education Institutions (HEIS) in Binan, Laguna

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Abstract. The study aimed to identify the relationship between leadership factors, organizational culture and teacher competence in private higher education institutions. Descriptive correlational research design was used in this study. The study revealed that leadership factors of the educational leaders was highly favorable with an average weighted mean of 3.39, the organizational culture was highly favorable with an average weighted mean of 3.37, the teacher competence was very high with an average weighted mean of 3.38. Correlations indicated that there was a significant relationship between Leadership Factors and Organizational Culture, Leadership Factors and Teacher Competence as well as Organizational Culture and Teacher Competence. The results also showed that there was a high level of prediction of the dependent variable (level of Teacher Competence). The obtained R square of 0.823 shows that independent variables (leadership factors and organizational culture) explain the variability of the dependent variable (level of teacher competence). Further, the independent variables leadership factors along attitude, determination and motivation and organizational culture in terms of create, collaborate and control are the drivers of teacher competence in higher education institutions.

Keywords. Leadership Factors, Organizational Culture, Teacher Competence, Private Higher Education Institutions, Descriptive-correlational Method

Introduction

Top educational leaders have a number of key tools at their disposal in their never-ending drive to preserve the viability and effectiveness of their organizations, including strategy and culture. The company's aims are given a formal logic by strategy, which also centers people in their pursuit. Through shared assumptions and social conventions, culture directs behavior and expresses goals through values and beliefs. For group activity and decision-making, strategy gives focus and clarity. It depends on plans and sets of decisions to mobilize people and is frequently enforced by specific rewards for attaining goals and penalties for failing to do so. Additionally, it includes adaptable components that can scan and assess the outside

environment to determine when adjustments are necessary to ensure continuity and growth. Most leaders are familiar with the principles, and leadership and strategy formation work hand in hand. Although much of culture is rooted in unspoken habits, mindsets, and social patterns, it is a more elusive lever (Groysberg et al., 2018). In the Philippines, school administrators are conscious of upholding the dignity of their leadership while also treating staff members with respect. Subordinates will be required to follow orders that have been delivered to them clearly and exactly with little to no discussion (Warburton, 2022).

Taylor (2018) states that their study uses a leadership density inventory instrument (LDI) to examine how leadership aspects of educational leaders have changed within the organizational context since 2005. According to Pitpit's local study (2020), the majority of inexperienced instructors believe that their choices to leave or remain at a job are based on intrinsic reasons, which can be helped or impeded by the organizational structure of the job. the complexity of a beginning teacher's job requirements.

Like in the field of education, the study by Negis-Isik & Gursel (2018) on organizational culture has attracted a lot of interest from academics in many different fields. Institutions have a set of beliefs, attitudes, traditions, views, rules, and dogmas that serve as their behavioral model. Even though they may appear similar from the outside every school has unique qualities and a unique culture that set it apart from other schools. One of the key elements that affect a school's effectiveness and success is its culture. This study set out to deeply explore the flourishing school. Due to its focus on one institution and its ethnographic nature due to the use of the school's identification in a cultural context, this study was a case study. The results of the study showed that factors related to students and their preparation for special tests had a greater impact on academic success than factors related to the institution. The outcomes also showed that the school's culture was generally favourable. The descriptive analysis method was employed in the study by Bernabe (2018) to ascertain the connection between organizational culture and student productivity.

In order to inform the present measurements of teacher competency in higher education, A-Maawali & Al-Siyabi (2020) look at the internally motivated variables that should contribute to quality in the teaching process. It was assumed that quality procedures were imposing rather than teacher-driven because previous studies had revealed mixed attitudes and responses towards measurements of quality. The results of the study show that teachers' impressions of quality assurance techniques and how they affect instruction are generally on the average level. This study suggests empowering instructors to actively participate in excellent teaching protocols and suggests a model of internally motivated variables. A ground-breaking invention is required to create a quick online task management system. As a result, maintaining this system demands a dedicated input from every faculty member. In their study, Ereje and Ambag (2020), the authors sought to relate the teachers' subject-matter knowledge and pedagogical approaches like constructivism, collaborative, integrative, inquiry-based, and reflective approaches to the learning outcomes on grade 10 students' first periodic test as well as the teachers' competence as judged by headteachers and students. According to headteachers' assessments, the instructors' subject-matter knowledge and pedagogical strategies were both excellent. The results showed that students' evaluations of the professors' competency were quite satisfactory. Additionally, there is a significant difference between how competent teachers are judged by headteachers and how competent they are judged by students. The teacher performance will also affect the performance of their students because of their teaching methodology (Sh & Taha Aldabbagh, 2023).

The educational leader's leadership factors affect the culture and performance of their faculty members in the university or school. Their performance as a leader is the effect of their teacher's performance on how they execute their order as a leader of their university. Currently, there are no such studies that link the leadership factors of educational leaders, organizational culture and teacher performance in Selected Private HEIs in Binan, Laguna.

Several studies have been conducted to demonstrate the interrelationships between and among Leadership Factors of Educational Leaders, Organizational Culture, and Teacher Competence, such as the study of Tsai (2018), which states that Organizational cultures were significantly (positively) correlated with leadership factors and job satisfaction, and leadership behavior was significantly (positively) correlated with job satisfaction, and Xenikou (2019), which concludes that the interact, According to Schein (2022), leadership factors shape organizational culture by how they act, Dabash (2018) states that school director leadership factors have the potential to significantly improve teacher performance as well as student achievement, Suharningish & Murtedjo (2018) concludes that organizational culture has an indirect effect on employee performance through job satisfaction, and Tahina, et al. (2021) demonstrated that there is a significant relationship between organizational culture and employee performance.

However, despite the numerous studies conducted about school culture, no study yet had been conducted particularly in the lone district of Binan City Laguna that investigated the leadership factors of educational leaders, Organizational culture and teacher competence in selected private HEIs.

Thus, this study aimed to determine the Leadership factors of educational leaders, Organizational culture and Teacher Competence in selected private HEIs in Binan City, Laguna. This could serve as guide to the higher education leaders so that they can lead and improve the performance of their teachers, creating a good organizational culture in their school and maintaining and evaluating the teacher competence to give the best instructional performance to the students.

Methods

The researcher utilized descriptive-correlational method of research with the help of survey questionnaire as the main source of data. Through this design, this study gave emphasis on the leadership factors, organizational culture and level of teacher competence in selected private higher education institutions in Binan, Laguna. Statistical method utilized to give credence and reliability to the work. This is one in which information is collected without changing the environment (i.e., nothing is manipulated). It is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involve range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time (Yango, et al., 2019).

The researcher used empirical data and documentary data for the conduct of the study. Empirical data were acquired from the respondents of the study who were the faculty of private Higher Education Institutions in Binan city, Laguna and who honestly answered the questionnaires provided in the study. The study aimed to determine the leadership factors of educational leaders, organizational culture and teacher competence in selected private Higher Education Institutions in Binan City, Laguna. The respondents of the study were the faculty of private Higher Education Institutions in Binan City, Laguna consisting of 464 as a total

population. The sample size was 211 using the Raosoft calculator with the confidence level of 95 percent and margin of error of 5 percent. Stratified random sampling technique was used in the study. The study was conducted during Academic Year 2022-2023.

The researcher used self-made questionnaire. The research questionnaire was composed of validated questionnaires, which attempted to determine leadership factors educational leaders, organizational culture and teacher competence in selected private Higher Education Institutions in Binan city, Laguna. The questionnaire was divided into three parts. The first part of the questionnaire dwelled on the leadership factors of educational leaders, part two dealt with the organizational culture and part three focused on the level of teacher competence of selected private Higher Education Institutions in Binan, Laguna.

Since the questionnaire was self-made, it was subjected to face and content validity. It was shown to the panel of experts in educational management, in statistics and in research for their comments and suggestions. First, the questionnaire was validated by the expert to evaluate the content and appropriateness of the items. In order to ascertain that the indicators that were used in the research questionnaire were relevant to the study, the researcher sought the opinions of other experts from educational management, research and statistics. Also, the researcher-made questionnaire underwent Cronbach's Alpha reliability test for thorough validation of the formulated indicators. The results were: for leadership factors of educational leaders (0.784), organizational culture (0.932), and teacher competence (0.946).

The researcher used three sets of survey questionnaire. The first and second sets included statements about the leadership factors of educational leaders and organizational culture which was measured using the Likert-Type Scale (Highly Favorable-4, Favorable-3, Less favorable-2, Least favorable-1). The third set of the survey questionnaire elicited the teacher competence which was also measured using the Likert-Type Scale. It was encoded using the following scale: Very High (3.25-4.00), High (2.50-3.24), Low (1.75-2.49), and Very Low (1.00-1.74). The researcher secured a letter of request asking permission from the concerned school directors/heads in the selected private Higher Education Institutions in Binan City, Laguna province for the conduct of the study. Upon the approval of the request, the questionnaires were personally administered by the researcher to the respondents of the study following the safety protocols which were used of face masks, as well as the enforcing social distancing to adhere to the health protocols set by the Inter-agency Task Force (IATF) related to the COVID - 19 pandemic. The researcher explained to the respondents about the nature of their participation in the investigation and discussed with them the instructions to follow for easy and convenient ways of answering the survey forms. The respondents assured that the information that they would provide with the researcher would be treated with confidentiality as part of the ethical considerations of the study. Individual consent of the respondent was also obtained explaining to them that this investigation is simply an academic requirement and has been kept with utmost privacy. The accomplished questionnaires were collected right after they have answered by the respondents and the gathered data has been tallied, tabulated, analyzed and interpreted.

The following statistical tools were used in this study: 1. Weighted mean and ranking were used to determine the leadership factors of educational leaders, organizational culture and level of teacher competence in selected private Higher Education Institutions in Binan City, Laguna. 2. Pearson r was used to determine the significant relationship between the leadership factors of educational leaders and organizational culture of selected private Higher Education Institutions in Binan City, Laguna, the significant relationship between the leadership factors of educational leaders and level of teacher competence in selected private HEIs in Binan City,

Laguna, and the significant relationship between the organizational culture and level of teacher competence in selected private Higher Education Institutions in Binan City, Laguna. 3. Stepwise Multiple Regression Analysis was used to test the validity of the assessment of each independent variable's statistical significance sequentially in a linear regression Model. Stepwise regression seeks to identify a group of independent variables that have a substantial impact on the dependent variable using a series of tests (such as F-test and t-test).

Results and discussions

Discussion of the leadership factors of educational leaders, organizational culture and teacher competence is presented in the succeeding tables and textual presentations.

Table 1 Composite Table of the Leadership Factors of Educational Leaders

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Attitude	3.41	Highly Favorable (Strongly Agree)	1
2. Determination	3.40	Highly Favorable (Strongly Agree)	2
3. Motivation	3.36	Highly Favorable (Strongly Agree)	3
Overall Weighted Mean	3.39	Highly Favorable (Strongly Agree)	

Table 1 presents the Composite Table of the Leadership Factors of Educational Leaders. As seen in the table, indicator 1 "attitude" got a weighted mean of 3.41, and was verbally interpreted as strongly agree was ranked 1. Indicator 2 "determination" got a weighted mean of 3.40, and was verbally interpreted as strongly agree was ranked 2. Indicator 3 "motivation" got a weighted mean of 3.36 and verbally interpreted as strongly agree was ranked 3.

In summary, a weighted average of 3.39 revealed that the leadership factors of educational leaders along attitude, determination and motivation were highly favorable.

The result implies that understanding the effect of these aspects is necessary for an educational leader to be effective in leading his subordinates.

The findings align with the findings of an ICMA (2018) study that identified three leadership characteristics: motivation, attitude, and determination. This implies that if a leader possesses these characteristics, their job will be successful.

Similarly, the findings are similar with Cherry's (2020) study, which identified motivation as one of a few unique attributes that leaders must possess. This is what motivates them to improve, set goals, and achieve them.

Table 2 Composite Table of the Organizational Culture of Higher Education Institutions

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Create	3.39	Highly Favorable (Strongly Agree)	1
2. Collaborate	3.38	Highly Favorable (Strongly Agree)	2
3. Control	3.36	Highly Favorable (Strongly Agree)	3
4. Compete	3.34	Highly Favorable (Strongly Agree)	4
Overall Weighted Mean	3.37	Highly Favorable (Strongly Agree)	

Table 2 presents the Composite Table of the Organizational Culture of Higher Education Institutions. As seen in the table, Indicator 1 "create" got a weighted mean of 3.39 and was verbally interpreted as strongly agree, was ranked 1. Indicator 2 "collaborate" got a weighted mean of 3.38 and was verbally interpreted as strongly agree, was ranked 2. Indicator 3 "control" got a weighted mean of 3.36 and was verbally interpreted as strongly agree, was ranked 3. Indicator 4 "compete" got a weighted mean of 3.34 and was verbally interpreted as strongly agree, was ranked 4.

In summary, an overall weighted mean of 3.37 revealed that the Organizational Culture of Higher Education Institutions along create, collaborate, control and compete was highly favorable. This implies that understanding the competing values framework would be a contributory factor to make the organizational culture favorable.

The findings confirm Denver Leadership's (2018) study, which found that the Competing Values Framework helps employees be more productive and innovative in their job. The findings also complement the study of Chidambaranathan and Regha (2018), who found that the competing values framework can assist employees analyze their preferred culture in order to be more effective at work. Similarly, it supports Adeinat and Abdulfatah's (2019) study

that a company that emphasizes individual initiative and employee empowerment may not effect all knowledge management procedures equally. In particular, an organization's culture principally influences the knowledge creation process, followed by knowledge exchange, in a private university setting.

Table 3 The Level of Teacher Competence in Higher Education Institutions

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I can teach well the lessons.	3.42	Very High	2.5
2. I have a mastery of the subject matter being taught.	3.45	Very High	1
3. I am motivated to teach.	3.37	Very High	8
4. I can teach other subjects because my dean is giving me enough training to master my out-of-field subjects.	3.28	Very High	10
5. I have enough resources for my work.	3.36	Very High	9
6. I respond clearly to questions asked in class.	3.39	Very High	5
7. I maintain an objective and respectful position with the students.	3.42	Very High	2.5
8. I organize activities for the student to actively participate in course assignments.	3.38	Very High	6.5
9. I interact satisfactorily with the students.	3.41	Very High	4
10. I apply the assessment criteria of the activities as established in the subject's curriculum.	3.38	Very High	6.5
Average	3.38	Very High	

Table 3 presents the Level of Teacher Competence in Higher Education Institutions. As seen in the table, Indicator 2 “I have a mastery of the subject matter being taught” got a weighted mean of 3.45 with a verbal interpretation of very high was ranked 1. Indicator 1 “I can teach well the lessons” and indicator 7 “I maintain an objective and respectful position with the students” both got a weighted mean of 3.42 with a verbal interpretation of very high was both ranked 2.5.

On the other hand, Indicator 4 “I can teach other subjects because my dean is giving me enough training to master my out-of-field subjects” got a weighted mean of 3.28 with a verbal interpretation of very high was ranked 10. Indicator 5 “I have enough resources for my work” got a weighted mean of 3.36 with a verbal interpretation of very high was ranked 9. Indicator 3 “I am motivated to teach” got a weighted mean of 3.37 with a verbal interpretation of very high was ranked 8.

To sum up, an average weighted mean of 3.38 showed that level of teacher competence in Higher Education Institutions was very high. This implies that they have a mastery of the subject matter being taught in which they can teach well in their class and stays on objective and in respectful position to their students.

These findings complement the study of Hartono et al. (2018), which exposes teaching competency as a valuable predictor in mediating the relationship between organizational

learning and performance. It also supports the study of Azeem and Omar (2018), who found that professional teachers' competency is beneficial in making teaching methods more effective and successful, allowing learners to develop their learning abilities, knowledge, and skills. Assessment of teachers' performance is required to establish teachers' ability, and it is not a straightforward endeavor based purely on students' academic progress.

Table 4 Relationship between Leadership Factors of the Educational Leaders and Organizational Culture of Higher Education Institutions

Leadership Factors	Organizational culture			
	Create	Collaborate	Control	Compete
Attitude	r=0.881** High correlation p=0.000	r=0.849** High correlation p=0.000	r=0.901** High correlation p=0.000	r=0.872** High correlation p=0.000
Determination	r=0.908** High correlation p=0.000	r=0.938** High correlation p=0.000	r=0.920** High correlation p=0.000	r=0.922** High correlation p=0.000
Motivation	r=0.897** High correlation p=0.000	r=0.919** High correlation p=0.000	r=0.928** High correlation p=0.000	r=0.909** High correlation p=0.000

**Significant @ 0.01

As shown in Table 11, as to the Leadership Factors of the Educational Leaders and Organizational Culture of Higher Education Institutions. The results revealed that Attitude had a high correlation to create, collaborate, control and compete with a value of $r=0.881$, $r=0.849$, $r=0.901$ and $r=0.872$ respectively, while determination had also the same high correlation to create, collaborate, control and compete with a value of $r=0.908$, $r=0.938$, $r=0.920$ and $r=0.922$. Likewise, the Motivation had a high correlation with create, collaborate, control and compete, with values of $r=0.897$, $r=0.919$, $r=0.928$ and $r=0.909$ respectively. The probability values were all less than the 0.01 significance level. Therefore, there was a significant relationship between Leadership Factors of the Educational Leaders and Organizational Culture of Higher Education Institutions. This means that the more favorable the leadership factors of the educational leaders along attitude, determination, and motivation, the better is the organizational culture in terms of create, collaborate, control and compete.

The outcome is consistent with Schein's (2022) study, which found that company culture is shaped by leadership factors. Psychological safety is fostered in organizations by leaders who treat their subordinates with respect and decency. Leaders that humiliate and belittle followers model bad behavior for them. Additionally, it backs up a study by Xenikou (2019) that claims the interaction between leadership factors and culture demonstrates the complementary role of leadership factors in the relationship between organizational culture and outcomes as well as the moderating role of culture in the relationship between leadership factors and other significant organizational constructs, like perceptions of justice.

Table 5 Relationship between Leadership Factors of the Educational Leaders and Level of Teacher Competence in Higher Education Institutions

Leadership Factors	Pearson r value	p-value	Interpretation
Attitude	0.850** High correlation	0.000	Significant
Determination	0.867** High correlation	0.000	Significant
Motivation	0.856** High correlation	0.000	Significant
**Significant @ 0.01			

For the relationship between the respondents' leadership factors and level of teacher competence, a Pearson r value of 0.850 and a p-value of 0.000 were obtained in Attitude. The probability value was lower than the test of significance at 0.01 leading to the rejection of the null hypothesis, then for the determination, a Pearson r value of 0.867 and a p-value of 0.000 were obtained. The probability value was lower than the test of significance at 0.01 leading to the rejection of the null hypothesis. And lastly, for motivation, a Pearson r value of 0.856 and a p-value of 0.000 were obtained. The probability value was lower than the test of significance at 0.01 leading to the rejection of the null hypothesis. This shows that there was a significantly high relationship between the respondents' leadership factors and level of teacher competence. This means that the more favorable the leadership factors of educational leaders along attitude, determination, and motivation, the higher is the level of teacher competence.

This provides support to Dabash's (2018) study, which found that school director leadership has the ability to greatly improve teacher effectiveness as well as student accomplishment. According to the literature, supporting leadership elements of participatory leadership style of school directors are the most appropriate leadership factors in schools to improve teacher effectiveness and student achievement. Similarly, it lends support to Daing's (2018) study, which found a substantial association between school administrators' overall instructional leadership skills and teacher performance. Furthermore, the researcher discovered a link between the school administrators' overall instructional leadership skills and the professors' self-efficacy. With these findings, he concluded that the majority of respondents believe that school administrators who serve as instructional leaders in state universities in the National Capital Region assess themselves to be good instructional leaders, particularly in the four areas identified in the Teachers' Performance.

Table 6 Relationship between Organizational Culture and Level of Teacher Competence in Higher Education Institutions

Organizational Culture	Pearson r value	p-value	Interpretation
Create	0.853** High correlation	0.000	Significant
Collaborate	0.859** High correlation	0.000	Significant
Control	0.872**	0.000	Significant

	High correlation		
Compete	0.890** High correlation	0.000	Significant
**Significant @ 0.01			

For the relationship between the organizational culture and level of teacher competence, a Pearson r value of 0.853 and a p-value of 0.000 were obtained in create. The probability value was lower than the test of significance at 0.01 leading to the rejection of the null hypothesis, then for the collaborate, a Pearson r value of 0.859 and a p-value of 0.000 were obtained. The probability value was lower than the test of significance at 0.01 leading to the rejection of the null hypothesis. For control, a Pearson r value of 0.872 and a p-value of 0.000 were obtained. The probability value was lower than the test of significance at 0.01 leading to the rejection of the null hypothesis. And lastly, for compete, a Pearson r value of 0.890 and a p-value of 0.000 were obtained. The probability value was lower than the test of significance at 0.01 leading to the rejection of the null hypothesis. This shows that there was a significantly high relationship between the respondents' organizational culture and level of teacher competence. This means that the more favorable the organizational culture along create, collaborate, control and compete, the higher is the level of teacher competence.

The findings complement Suharningsih and Murtedjo's (2017) study, which found that several variables, including organizational culture and job satisfaction, influence employee performance. Through job satisfaction, organizational culture has an indirect effect on employee performance. This could imply that the construct of Organizational Culture has a direct and positive relationship with Employee Performance via Employee Satisfaction components. Similarly, the findings support the findings of Tahniah et al. (2021), who concluded that a positive organizational culture will improve faculty instructor performance.

Table 7 Multiple Regression between Leadership Factors, Organizational Culture taken Singly or in Combination of Level of Teacher Competence in Higher Education Institutions

Predictor	Dependent Variable	R ²	F	p-value	B	T	p-value
Attitude	Level of Teacher competence	0.823	145.93	0.000	0.182	2.461	0.015*
Determination					0.036	0.334	0.739
Motivation					-0.006	-0.065	0.948
Create					-0.284	-2.319	0.021*
Collaborate					-0.321	-2.260	0.025*
Control					-0.269	-1.952	0.052
Overall Organizational culture					1.561	4.622	0.000*
*Significant @ 0.05							

As shown in Table 14, there was a multiple correlation between the respondents' leadership factors, organizational culture, and level of teacher competence in higher education institutions. A value of 0.000 indicates a high level of prediction of the dependent variable (level of teacher competence). The obtained R square of 0.823 shows that independent variables

(leadership factors and organizational culture) explain the variability of the dependent variable (level of teacher competence). Further, the ANOVA shows that the independent variables leadership factors and organizational culture statistically significantly predicted the dependent variable teacher competence with an F-value of 145.93 and a probability value of 0.000 which is less than the 0.05 significance level. This implies that the independent variables leadership factors along attitude, determination and motivation and organizational culture in terms of create, collaborate and control are the drivers of level of teacher competence in higher education institutions, which further means that the educational leaders of higher education institutions have the attitude, determination and motivating power to challenge the teachers in achieving commendable teaching performance which in turn may improve the institution's culture. Likewise, they have the culture with shared beliefs and values which are communicated and reinforced through various methods that ultimately shaped the employee perceptions, behaviors and understanding of the organizational culture.

Conclusion and recommendation

Based on the findings of the study, the study conclusions were drawn: the leadership factors of educational leaders along attitude, determination and motivation were highly favorable. The Organizational Culture of Higher Education Institutions along create, collaborate, control and compete was highly favorable. The respondents' level of teacher competence was very high. The more favorable the leadership factors of the educational leaders along attitude, determination, and motivation, the better is the organizational culture in terms of create, collaborate, control and compete. The more favorable the leadership factors of educational leaders along attitude, determination, and motivation, the higher is the level of teacher competence. The more favorable the organizational culture along create, collaborate, control and compete, the higher is the level of teacher competence. The independent variables leadership factors along attitude, determination and motivation and organizational culture in terms of create, collaborate and control are the drivers of teacher competence in higher education institutions.

The following recommendations are based on findings and conclusion of this study: since the higher educational leaders' leadership characteristics are highly favorable, the educational leaders should continue creating a school climate to offer a setting that is conducive to learning. They should hold individuals accountable, support and empower both teachers and students, and define a shared vision so that everyone can work toward a single objective and create coherence. Leaders in higher education must constantly make sure they are mentoring or coaching their faculty in order to enable them to build leadership abilities. It has two advantages: first, it enables current leaders to support those who are eager to become future leaders, and second, it enables leadership to concentrate training and professional development on the institution's most pressing requirements. Higher education administrators should consistently abstain from actions that promote envy, rivalry, and conflict, and address sources of widespread annoyance quickly and efficiently. Additionally, they should take the time to get to know each faculty member, their projects, objectives, and needs. They should also support informal get-togethers between faculty members to encourage them to do the same. Higher education institution executives ought to organize recurrent getaways away from the campus that are packed with intellectually difficult material and that also allow for time for casual, unstructured "bonding" chats. Through internal and external messaging, they must foster pride in the unit around truly significant accomplishments, celebrate major projects and milestones, contextualize such successes as enhancing the overall excellence of the unit and

the discipline's direction, and always be as inclusive as possible. For the teachers, well-planned education that advances pupils from their current proficiency level toward clear success criteria should be upheld. For each lesson, the teacher should explain their goals to the class. The variety of related skills they should cover as well as the best sequence to master them should be taught. Current lessons should be built on prior information to develop fluency and retain mastery of the content. The students need to continuously learn the knowledge and skills to criteria that are confirmed by teachers and students' peers. Lessons should be connected to major ideas and complicated problems that have a deeper meaning and help pupils understand the subject matter. Future researchers may replicate the investigation considering other variables such as family management, work life balance and leadership skills.

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