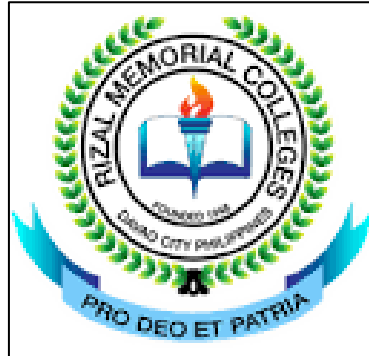


School Culture and Work Responsibility among Teachers in Public Elementary School



A Thesis
Presented to
The Faculty of the Graduate School
RIZAL MEMORIAL COLLEGES
Davao City

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

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ABSTRACT

This study looked into the interplay between school culture and work responsibility among public elementary school teachers. Utilizing a survey approach, data were collected to explore the relationship between school culture indicators - including communication, collaboration, student-centeredness, equity, and inclusivity - and teachers' perceived work responsibilities. Findings reveal a significant positive correlation between school culture and work responsibility, indicating the influential role of a positive school culture in shaping teachers' perceptions. Moreover, stepwise multiple linear regression analysis identifies specific indicators - student-centeredness, equity and inclusivity, collaboration, and communication - that significantly influence work responsibility. This comprehensive understanding contributes to the enhancement of teacher well-being and job satisfaction, ultimately leading to improved educational outcomes. Recommendations are provided for educational stakeholders, such as the Department of Education, school principals, teachers, students, and future researchers, to promote a positive school culture that supports collaborative efforts, inclusivity, and student-centered approaches. This study's insights offer practical guidance for fostering a conducive and enriching school environment for both educators and learners.

Keywords:- *School Culture, Work Responsibility, Elementary School Teachers, Communication, Collaboration, Student-Centeredness, Equity, Inclusivity.*

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

School culture and work responsibility are two critical factors that can impact the success of teachers in public schools worldwide. In recent years, the issue of teacher work responsibility has garnered increasing attention from researchers and policymakers alike due to its far-reaching implications for teacher retention, student achievement, and school improvement efforts. At the same time, school culture has emerged as a powerful force in shaping the experiences and outcomes of teachers in public schools, with research demonstrating that a positive school culture can foster teacher engagement, collaboration, and innovation.

Recent studies have shown that a positive school culture is associated with higher levels of teacher work responsibility. For example, a study by Schwartz, Gorgievski, and Den Hartog (2019) found that a positive school culture, characterized by high levels of trust, support, and autonomy, was associated with higher levels of work responsibility among teachers. Another study by Gluch and Mursic (2021) found that a positive school culture, characterized by a focus on student-centeredness and teacher collaboration, was associated with higher levels of work responsibility among teachers.

Despite the growing recognition of the importance of school culture and work responsibility, there is still a significant gap in our understanding of the relationship between these two factors among teachers in public schools globally. This gap is particularly concerning given the challenges facing the teaching profession today, including high turnover rates, teacher shortages, and burnout. Without a deeper understanding of how school culture and work responsibility are interconnected, it will be difficult to develop effective strategies and policies to support teacher well-being and promote positive school cultures.

In recent years, the issue of teacher work responsibility has garnered increasing attention from researchers and policymakers in the Philippines due to its far-reaching implications for teacher retention, student achievement, and school improvement efforts. At the same time, school culture has emerged as a powerful force in shaping the experiences and outcomes of teachers in public schools in the Philippines, with research demonstrating that a positive school culture can foster teacher engagement, collaboration, and innovation. Recent studies in the Philippines have also shown that school culture is related to teacher work responsibility. For example, a study by Alaras, Caoili, and Eral (2018) found that school culture significantly predicted teacher work responsibility among public school teachers in the Philippines. Specifically, they found that a positive school culture, characterized by supportive and respectful relationships among colleagues and school leaders, was associated with higher levels of work responsibility among teachers.

In Davao City, the importance of school culture and work responsibility among teachers has also been highlighted. A study by Manapol and Cortes (2017) found that teacher work responsibility was significantly related to the leadership style of school administrators, with teachers reporting higher levels of work responsibility when their administrators exhibited transformational leadership behaviors. Another study by Zozobrado (2020) found that school culture, specifically a supportive and collaborative school environment, was associated with higher levels of teacher retention and work responsibility in Davao City.

Despite the growing recognition of the importance of school culture and work responsibility, there is still a significant gap in our understanding of the relationship between these two factors among teachers in public schools in the Philippines, including in Davao City. Without a deeper understanding of how school culture and work responsibility are interconnected, it will be difficult to develop effective strategies and policies to support teacher well-being and promote positive school cultures in the Philippines.

This study holds significant social relevance as it sheds light on how fostering a positive school culture can enhance teachers' work responsibility and job satisfaction, ultimately contributing to improved educational quality and student outcomes.

A. Review of Significant Literature

The literature cited below is considered critical in establishing the basis for the present study, which investigates the correlation between school culture and work responsibility among teachers in public elementary schools.

➤ *School Culture*

School culture has been identified as a critical factor in shaping the experiences and outcomes of teachers in public schools. According to Deal and Peterson (2019), school culture can be defined as the shared values, beliefs, customs, and practices that shape the attitudes and behaviors of members of a school community. A positive school culture can foster a sense of belonging, collaboration, and innovation among teachers, while a negative school culture can lead to low morale, conflict, and dissatisfaction.

There are studies that have highlighted the importance of school culture in promoting teacher well-being and student success. For example, a study by Rutter, Vakil, and McLaughlin (2021) found that a positive school culture was associated with higher levels of teacher work responsibility and lower levels of burnout among teachers in urban public schools in the United States. Similarly, a study by Stoll and Seashore Louis (2020) found that a positive school culture, characterized by a focus on

shared vision, trust, and collaboration, was associated with higher levels of student achievement in schools in the United Kingdom.

In the Philippine context, several studies have also emphasized the importance of school culture in promoting teacher well-being and student success. For instance, a study by Estillore (2020) found that a positive school culture, characterized by supportive relationships among colleagues, a sense of ownership and belonging, and a shared commitment to the school's mission and vision, was associated with higher levels of teacher work responsibility among public school teachers in the Philippines. Another study by Hernandez (2019) found that a positive school culture, characterized by a focus on student-centeredness, collaboration, and professional development, was associated with higher levels of student achievement in public schools in the Philippines.

These studies suggest that school culture plays a critical role in shaping the experiences and outcomes of teachers and students in public schools worldwide, including in the Philippines. Schools that prioritize a positive school culture, characterized by shared vision, trust, and collaboration, are more likely to promote teacher well-being, student success, and overall school improvement efforts.

- **Communication.** Effective communication is a crucial component of a positive school culture. Research has shown that schools with open and transparent communication channels are more likely to foster positive relationships among teachers, students, and parents (Burkhardt & Schoenfeld, 2003; Owens, 2018). Furthermore, a study by Smith and Hoy (2020) found that teacher perceptions of communication were positively related to their job satisfaction, teacher efficacy, and perceived organizational support. Teachers who felt that communication was open and frequent reported feeling more supported and better able to perform their jobs.

Another recent study by Zhang and Zhu (2021) found that principal communication style played an important role in shaping school culture and teacher well-being in Chinese schools. Specifically, they found that a transformational leadership style, which emphasizes open communication, collaboration, and trust, was associated with higher levels of teacher work responsibility and lower levels of teacher burnout.

- **Collaboration.** Collaboration among teachers is another key indicator of a positive school culture. Research has shown that schools that foster a culture of collaboration among teachers are more likely to promote teacher professional growth, improve student achievement, and increase teacher retention rates (Goddard, Goddard, & Tschannen-Moran, 2017; Hargreaves & Fink, 2016). Furthermore, a recent study by Kwon and Park (2021) found that teacher collaboration was positively related to teacher work responsibility and intention to stay in the profession in South Korea. Teachers who reported higher levels of collaboration with colleagues also reported feeling more satisfied with their jobs and more committed to the teaching profession.
- In addition, a recent study by Gerhart, Harrington, and Nieswandt (2020) found that the quality of teacher collaboration, specifically the extent to which teachers worked together to solve problems and share knowledge, was positively related to student achievement in mathematics in German primary schools. This highlights the importance of collaboration not only for teacher well-being, but also for student success.
- **Professional Development.** A positive school culture also emphasizes professional development opportunities for teachers. Research has shown that schools that prioritize teacher professional development are more likely to retain experienced teachers, improve student achievement, and promote innovation in teaching practices (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2019; Desimone, 2021). Furthermore, a recent study by Mutisya and Khatswayo (2021) found that teacher perceptions of access to professional development opportunities were significantly related to their work responsibility and intention to remain in the teaching profession in Kenya.
- Additionally, Kang and Suh (2021) found that teacher professional development was positively related to teacher work responsibility and professional commitment in South Korean schools. Teachers who reported more professional development opportunities also reported feeling more satisfied with their jobs and more committed to improving their teaching practices.

➤ *Work Responsibility*

Work responsibility is a critical factor in the success and well-being of teachers in public elementary schools. Recent research has shown that work responsibility is strongly influenced by school culture, which encompasses various factors such as communication, collaboration, professional development, student-centeredness, and equity and inclusivity.

Studies have consistently found that positive school cultures, characterized by trust, support, communication, and collaboration, are associated with higher levels of work responsibility among teachers in public elementary schools. For example, Bakx, Vermeulen, and Kools (2020) found that teacher autonomy support, a key aspect of school culture, was positively associated with work responsibility among Dutch primary school teachers. Similarly, Hong (2018) found that schools that prioritize communication and provide opportunities for open and transparent communication have higher levels of teacher job satisfaction.

Professional development is another critical aspect of school culture that is associated with teacher work responsibility. Schools that provide professional development opportunities and support for teacher growth and development have been found to have higher levels of work responsibility among teachers (Heath & Hillman, 2017).

Equity and inclusivity are also important components of school culture that promote work responsibility among teachers. Schools that prioritize equity and inclusivity have been found to have higher levels of work responsibility among teachers and improved academic outcomes for diverse students (Cohen-Vogel, Huang, & Yan, 2017).

School culture is a critical factor in promoting work responsibility among teachers in public elementary schools. By fostering a positive school culture that prioritizes communication, collaboration, professional development, student-centeredness, and equity and inclusivity, schools can create a supportive and engaging work environment that promotes teacher retention and student success.

Moreover, recent studies have also shown that school culture has a significant impact on the different dimensions of teacher work responsibility. For example, a study conducted by Anjum, Yasmin, and Iqbal (2021) in Pakistan found that school culture was a significant predictor of both overall work responsibility and satisfaction with work-life balance among primary school teachers. Similarly, a study by Lin (2020) in Taiwan found that teacher work responsibility was positively related to school culture, particularly in terms of teacher collaboration and professional development.

Additionally, the literature suggests that specific aspects of school culture may have a stronger impact on certain dimensions of work responsibility. For instance, a study by Luthans and Peterson (2022) in the United States found that work responsibility among teachers was strongly influenced by the level of social support they received from colleagues and supervisors. Another study by Brouwer and colleagues (2020) in the Netherlands found that teacher work responsibility was positively related to the quality of communication and collaboration within their schools.

The literature highlights the importance of school culture in promoting work responsibility among teachers in public elementary schools. By fostering a positive school culture that prioritizes communication, collaboration, professional development, student-centeredness, and equity and inclusivity, schools can create a supportive and engaging work environment that promotes teacher well-being, retention, and student success.

- *Autonomy.* Autonomy, or the extent to which teachers have control over their work and decision-making, is a critical factor in teacher work responsibility. Research has consistently shown that teachers who have greater autonomy in their work are more likely to report higher levels of work responsibility (Brouwer & Korthagen, 2015; Goddard, Hoy, & Hoy, 2020).

Furthermore, a recent study by McLaughlin and Strassle (2020) found that teacher autonomy was positively related to teacher well-being and perceived work effectiveness in Australian schools. Teachers who reported having more autonomy in their work reported feeling more satisfied with their jobs and better able to perform their duties.

In the study of Sung, Lee, and Shin (2021), they found that teacher autonomy was positively related to teacher work responsibility and intention to remain in the profession in South Korea. Teachers who reported having more autonomy in their work also reported feeling more satisfied with their jobs and more committed to the teaching profession.

- *Relationship.* Positive relationships with colleagues, supervisors, and students are another critical component of teacher work responsibility. Research has consistently shown that teachers who have positive relationships with others in the school community are more likely to report higher levels of work responsibility (Cai & Reeve, 2021; Janssen, Torenbeek, & Thijs, 2013). Moreover, a recent study by Borman and Dowling (2021) found that teacher perceptions of collaborative relationships with colleagues were significantly related to their work responsibility and engagement in their work in the United States.

In addition, a study by Reyes (2019) found that teacher-student relationships were positively related to teacher work responsibility and work engagement in Philippine schools. Teachers who reported having positive relationships with their students reported feeling more satisfied with their jobs and more engaged in their work.

- *Workload.* Workload, or the amount and intensity of work required of teachers, is another critical factor in teacher work responsibility. Research has consistently shown that teachers who have manageable workloads are more likely to report higher levels of work responsibility (Klassen, Perry, & Frenzel, 2022; Skaalvik&Skaalvik, 2014). A recent study by Yin and Lee (2021) found that teacher workload was negatively related to teacher work responsibility and work engagement in China. Teachers who reported having heavier workloads reported feeling less satisfied with their jobs and less engaged in their work.

Another recent study by Guo, Huang, and Jiang (2020) found that teacher workload was negatively related to teacher work responsibility and intention to remain in the profession in China. Teachers who reported having heavier workloads also reported feeling less satisfied with their jobs and less committed to the teaching profession.

- *Work-Life Balance.* Work-life balance, or the extent to which teachers are able to balance their work responsibilities with their personal lives, is another crucial factor in teacher work responsibility. Research has consistently shown that teachers who have better work-life balance are more likely to report higher levels of work responsibility (Hakanen, Bakker, & Schaufeli, 2026; Rask, Rønholt, & Ørngreen, 2019). Moreover, a recent study by Kim and Lee (2021) found that teacher work-life balance was positively related to teacher work responsibility and well-being in South Korea. Teachers who reported having better work-life balance reported feeling more satisfied with their jobs and better able to maintain their physical and mental health.

Moreover, Boonlue, Sompong, and Sompong (2020) found that teacher work-life balance was positively related to teacher work responsibility and intention to remain in the profession in Thailand. Teachers who reported having better work-life balance also reported feeling more satisfied with their jobs and more committed to the teaching profession.

The indicators of work responsibility, including autonomy, relationships, workload, and work-life balance, have consistently been shown to be important factors in teacher work responsibility. Teachers who feel they have greater autonomy, positive relationships with colleagues and students, manageable workloads, and better work-life balance are more likely to report higher levels of work responsibility, well-being, and intention to remain in the teaching profession.

➤ *Synthesis*

The review of related literature has provided insights into the critical role of school culture in promoting work responsibility among teachers in public elementary schools. The literature suggests that school culture is a complex construct that includes various factors, such as communication, collaboration, professional development, student-centeredness, and equity and inclusivity.

The review identified several studies that have consistently found a positive relationship between school culture and work responsibility among teachers. Positive school cultures, characterized by trust, support, communication, and collaboration, have been found to be associated with higher levels of teacher work responsibility and motivation.

In addition, the literature highlights the importance of a student-centered culture and equity and inclusivity in promoting teacher work responsibility and well-being. Schools that prioritize the needs, interests, and abilities of students and foster a sense of community and engagement among teachers and students have been found to have higher levels of teacher work responsibility and improved academic outcomes for diverse students.

The literature review provides evidence that school culture is a critical factor in promoting work responsibility and well-being among teachers in public elementary schools. By fostering a positive school culture that prioritizes communication, collaboration, professional development, student-centeredness, and equity and inclusivity, schools can create a supportive and engaging work environment that promotes teacher retention and student success.

B. Theoretical and Conceptual Framework of the Study

There are several theories that could support the hypothesis that there is a relationship between school culture and work responsibility among teachers. Here are two examples:

- *Self-Determination Theory (SDT).* Self-determination theory posits that individuals are motivated to act in ways that fulfill their basic psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2017). In the context of the workplace, this means that employees who feel they have autonomy, are competent at their jobs, and have positive relationships with colleagues are more likely to experience work responsibility and well-being. SDT has been applied to the study of work responsibility among teachers and has been found to be a useful framework for understanding the importance of school culture in shaping teacher work responsibility (Bakx, Vermeulen, & Kools, 2020). Specifically, schools that foster a culture of autonomy, competence, and relatedness are more likely to promote teacher well-being and work responsibility.
- *Social Exchange Theory.* Social exchange theory posits that social interactions involve a process of give-and-take in which individuals weigh the costs and benefits of their relationships with others (Blau, 1964). In the context of the workplace, this means that employees are more likely to experience work responsibility when they perceive that their contributions to the organization are valued and when they receive support and recognition from colleagues and supervisors. Social exchange theory has been applied to the study of teacher work responsibility and has been found to be a useful framework for understanding the role of school culture in shaping teacher well-being (Skaalvik & Skaalvik, 2014). Specifically, schools that foster a culture of support, recognition, and positive relationships among colleagues are more likely to promote teacher work responsibility.

Overall, both self-determination theory and social exchange theory provide theoretical frameworks that support the hypothesis that there is a relationship between school culture and work responsibility among teachers. Schools that foster a culture of autonomy, competence, relatedness, support, recognition, and positive relationships among colleagues are more likely to promote teacher well-being and work responsibility.

C. Statement of the Problem

The study determined the relationship between school culture and work responsibility of teachers in public elementary school. Specifically, it aims to answer the following questions:

➤ *What is the Extent of School Culture of Teachers in a Public Elementary School in Terms of:*

- Communication;
- Collaboration;
- Professional development;
- Student centeredness; and
- Equity and inclusivity?

➤ *What is the Extent of Work Responsibility of Teachers in a Public Elementary School in Terms of*

- Autonomy;
- Relationships; and
- Workload and work-life balance?

➤ *Is there a Significant Relationship between School Culture and Work Responsibility of Teachers in a Public Elementary School?*

➤ *Which Domain of School Culture Significantly Influence work Responsibility of Teachers in a Public Elementary School?*

D. Hypotheses

This study was be tested at .05 level of significance.

- HO1. There is no significant relationship between school culture and work responsibility of teachers in public elementary school.
- There is no domain of school culture significantly influence work responsibility of teachers in public elementary school.

➤ *The Following Terms are Given Definition for this Study:*

- School culture refers to the shared beliefs, values, attitudes, behaviors, and practices that shape the social and educational environment of a school. It encompasses the norms and expectations that guide the interactions among teachers, students, parents, administrators, and other stakeholders within the school community.
- Work responsibility refers to the positive feelings and attitudes that individuals have towards their work and work-related experiences (Spector, 1997). It is influenced by a range of factors, such as the work environment, job autonomy, social support, workload, and compensation, among others.
- Public elementary school teachers are educators who teach in publicly funded schools that provide primary education to children in grades K-5 or K-6, depending on the state or country. They are responsible for teaching a range of subjects, such as language arts, math, science, social studies, and the arts, among others, and for facilitating the social and emotional development of their students. Public elementary school teachers may work in urban, suburban, or rural areas, and may serve diverse student populations with varying educational needs and backgrounds.
- The study on the relationship between school culture and work responsibility can provide numerous benefits to various stakeholders in the education system. Here are some possible benefits for each group:
- Department of Education officials. Education officials, such as policymakers and government officials, can benefit from this study by gaining insights into how school culture affects teacher work responsibility. They can use this information to develop policies and initiatives that promote positive school cultures and support teacher well-being. Education officials can also use the findings of this study to evaluate the effectiveness of existing policies and interventions aimed at improving teacher work responsibility.
- School principals. School principals can benefit from this study by gaining a better understanding of how school culture affects teacher work responsibility and how they can foster positive school cultures in their schools. They can use the information to develop strategies that promote collaboration, communication, equity, inclusivity, and student-centeredness in their schools. School principals can also use the findings of this study to evaluate the effectiveness of their current school culture initiatives and identify areas for improvement.
- Elementary school teachers. Elementary school teachers can benefit from this study by gaining insights into how their work environment affects their work responsibility and well-being. They can use this information to advocate for positive changes in their schools, such as increased autonomy, support, and recognition. Elementary school teachers can also use the findings of this study to identify areas where they can improve their own work responsibility, such as by building positive relationships with colleagues and students.

- Students. Students can benefit from this study by experiencing a more positive school environment. Research has consistently shown that teachers who are more satisfied with their jobs are more effective at promoting student learning and well-being (Harter, 2012). Thus, if teachers are more satisfied with their jobs due to a positive school culture, students are likely to benefit from a better learning environment.
- Future Researchers. Researchers can benefit from this study by advancing the knowledge base on school culture and teacher work responsibility. This study can provide a foundation for further research on how school culture affects other aspects of the education system, such as student achievement and retention. Researchers can also use the findings of this study to develop and test new theories and models on school culture and work responsibility.

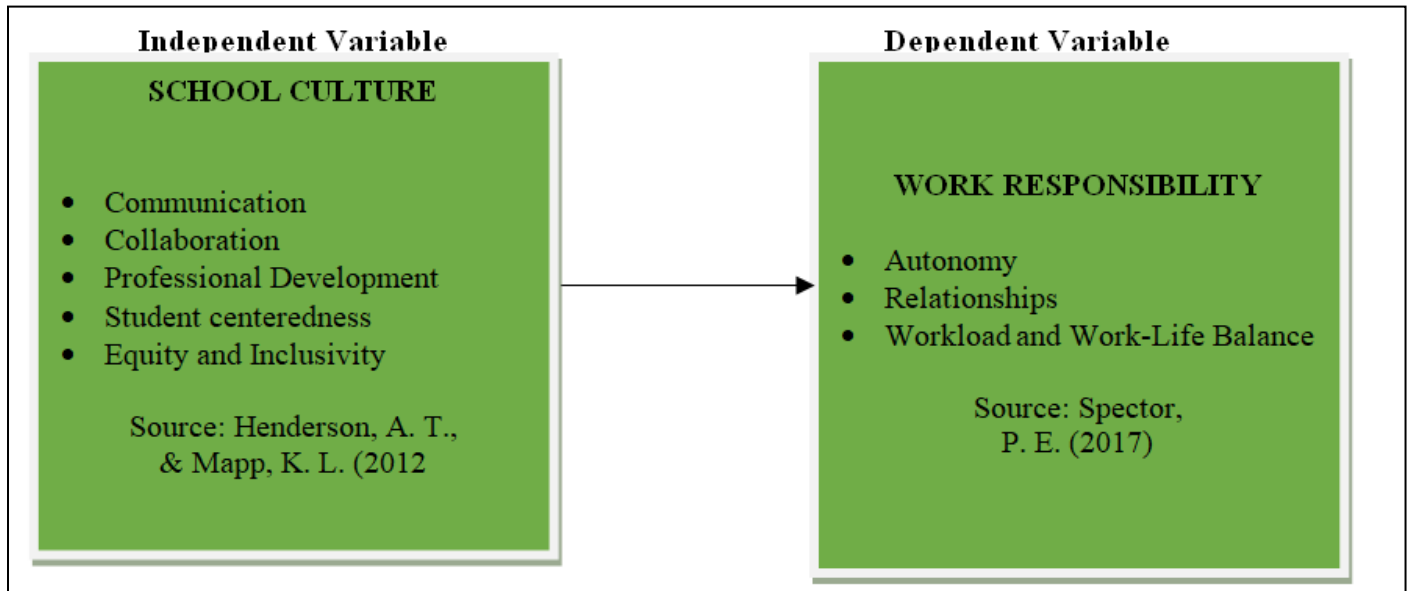


Fig 1: Conceptual Framework of the Study

CHAPTER TWO METHOD

This chapter includes a description of the research design, the population and sample, data collection procedures, data analysis methods, and ethical considerations.

A. Research Design

This study employed descriptive correlational research design using a survey questionnaire. Descriptive correlational research design is a type of research design that seeks to describe the relationship between two or more variables without making causal inferences (Neuman, 2014). The goal of this research design is to identify patterns and associations among variables and to describe their strength and direction of the relationship. Descriptive correlational research design is often used when the researcher wants to explore the relationship between variables that cannot be manipulated or controlled.

Moreover, one of the key features of descriptive correlational research design is that it does not involve the manipulation of variables or the establishment of cause-and-effect relationships. Instead, the researcher collects data on the variables of interest and uses statistical methods to analyze the relationships between them. Descriptive correlational research design can involve the use of a variety of data collection methods, such as surveys, questionnaires, observations, and archival data. One example of descriptive correlational research design is a study that explores the relationship between teacher work responsibility and school culture. In this study, the researcher would collect data on teacher work responsibility and school culture and use statistical methods to analyze the relationship between them. The researcher would not manipulate either variable or make any causal inferences based on the results of the study.

B. Respondents of the Study

The respondents of this study were teachers from Jose Bastida Elementary School. They were identified through quota sampling. Quota sampling is a non-probability sampling technique in which the researcher selects a sample that represents certain characteristics of a population in proportion to their prevalence in the population (Babbie, 2016). The researcher identified specific demographic characteristics, such as age, gender, ethnicity, or education level, that are relevant to the research question and sets quotas for the number of participants that were selected from each group. The sample is then selected based on convenience or accessibility, with the researcher selecting individuals who meet the characteristics and quotas. In this study, the specific demographics include the following: (1) the teachers should be public elementary school teachers and (2) they should be teaching at Jose Bastida Elementary School.

Unlike probability sampling techniques, quota sampling does not involve random selection and does not ensure that the sample is representative of the population. Quota sampling is often used in situations where probability sampling is not feasible or practical, such as when the population is difficult to define or when there are time or resource constraints. Quota sampling is also used when the researcher wants to ensure that the sample represents certain subgroups of the population that are of particular interest to the research question.

C. Research Instrument

An adapted survey questionnaire from Henderson and Mapp (2012) was used to gather data for the independent variable which is school culture. The teacher-respondents answer the survey questionnaire using a 5-point Likert Scale ranging from Strongly Agree to Strongly Disagree. The Likert Scale below was used for interpretation of results:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The school culture in public elementary school is always manifested.
3.40 -4.19	Extensive	The school culture in public elementary school is often manifested.
2.60 – 3.39	Moderately Extensive	The school culture in public elementary school is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The school culture in public elementary school is rarely manifested.
1.00 – 1.70	Not Extensive	The school culture in public elementary school is never manifested.

Another adapted survey questionnaire was used to gather data for the dependent variable which is work responsibility. The questionnaire is from Spector (2017). The teacher-respondents answered the survey questionnaire using a 5-point Likert Scale ranging from Strongly Agree to Strongly Disagree. The Likert Scale below was used for interpretation of results:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The work responsibility among public elementary school teachers is always manifested.
3.40 -4.19	Extensive	The work responsibility among public elementary school teachers is often manifested.

2.60 – 3.39	Moderately Extensive	The work responsibility among public elementary school teachers is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The work responsibility among public elementary school teachers is rarely manifested.
1.00 – 1.70	Not Extensive	The work responsibility among public elementary school teachers is never manifested.

Validity and reliability were first be obtained by the researcher before actual data gathering.

D. Data Gathering Procedure

To gather data for a survey in which teachers are the respondents, there are several important steps to consider. The first step is to develop a reliable and valid survey instrument that is designed to collect data on the research questions. It is crucial that the survey instrument is clear and easy to understand for the teachers who completed it. Before conducting the survey, the researcher ensured to follow ethical procedure. This ensures that the survey is conducted in an ethical and responsible manner, and that the rights and welfare of the participants are protected. The researcher obtained informed consent from the teachers and to maintain confidentiality throughout the data collection process. By following these steps, researchers gathered high-quality data. Of course, the researcher also obtained permission from the School District Supervisor and from the School Principal prior to actual data gathering.

E. Data Analysis

➤ The Following Statistical Means Were Used Together Data

- *Mean*. This was used to establish the extent of work responsibility of teachers in public elementary school in terms of communication, collaboration, professional development, student centeredness, and equity and inclusivity. This also determined the extent of work responsibility of teachers in terms of autonomy, relationships, and workload and work-life balance.
- *Pearson – r*. This was used to see if there is a significant relationship between school culture and work responsibility of teachers in public elementary school.
- *Regression Analysis*. This analyzed if there an indicator of school culture that significantly influence work responsibility of teachers in public elementary school.

CHAPTER 3 RESULTS AND DISCUSSIONS

This chapter presents the research design, participants, data collection procedures, and data analysis techniques that were utilized to gather and interpret the data.

A. Extent of School Culture of Teachers in a Public Elementary School in terms of Communication

Presented in Table 1 is the extent of school culture of teachers in a public elementary school in terms of communication. There are five statements on communication as presented in the table.

Table 1: Extent of School Culture of Teachers in a Public Elementary School in terms of Communication

Statements on School Culture	Mean	SD	Description
1. I feel comfortable approaching my colleagues for help and support.	4.06	0.80	Extensive
2. I am kept informed about school events, changes, and policies in a timely manner.	4.11	0.85	Extensive
3. My colleagues and I communicate respectfully and professionally with each other.	4.04	0.78	Extensive
4. My administration listens to and addresses my concerns or feedback.	4.08	0.83	Extensive
5. My school values open, honest communication among all members of the school community.	4.11	0.86	Extensive
Overall Mean	4.08	0.34	Extensive

Among the statements, "*I am kept informed about school events, changes, and policies in a timely manner*" emerged with the highest mean score of 4.11, with a description of extensive. This means that the school culture in public elementary school is often manifested. This suggests that the school has established effective communication channels to keep teachers well-informed about important events, policy changes, and school developments.

Conversely, the statement "*I feel comfortable approaching my colleagues for help and support*" obtained a mean score of 4.06. This means that the school culture in public elementary school is often manifested. This is slightly lower agreement compared to other statements. Despite this, the mean score remains within the "extensive" category, suggesting a generally positive environment where colleagues are still perceived as approachable for assistance and support.

The overall mean is 4.08, which is described as extensive. This means that the school culture in public elementary school is often manifested. This indicates that communication is a prominent and well-practiced aspect of the school culture, contributing to a positive and supportive atmosphere. The emphasis on open, timely, and respectful communication fosters a sense of community and collaboration among teachers. Such an environment is likely to contribute positively to teacher job satisfaction, as evidenced by the extensive agreement among teachers.

These findings align with previous research that highlights the significance of communication in school culture and its influence on teacher job satisfaction. Hong (2018) noted that schools emphasizing transparent communication exhibit higher levels of teacher job satisfaction. This resonates with the present study, as the highest-rated statement emphasizes timely and informative communication. Furthermore, the positive correlation between communication and job satisfaction identified by Bakx et al. (2020) is consistent with the high agreement among teachers in this study.

B. Extent of School Culture of Teachers in a Public Elementary School in terms of Collaboration

Shown in Table 2 is the extent of school culture of teachers in a public elementary school in terms of collaboration. There are five statements on collaboration as presented in the table.

Table 2: Extent of School Culture of Teachers in a Public Elementary School in terms of Collaboration

Statements on Collaboration	Mean	SD	Description
1. My colleagues and I frequently collaborate to plan and implement instruction.	4.24	0.78	Very Extensive
2. I feel supported by my colleagues when I try new strategies or approaches to teaching.	4.10	0.84	Extensive
3. My school provides opportunities for teachers to work in professional learning communities or teams.	4.11	0.83	Extensive
4. Teachers in my school work together to solve problems and improve school practices.	4.05	0.85	Extensive
5. Collaboration is valued as an important aspect of teaching in my school.	4.03	0.85	Extensive
Overall Mean	4.11	0.38	Very Extensive

The statement *"My colleagues and I frequently collaborate to plan and implement instruction"* attained the highest mean score of 4.24, with a description of very extensive. This means that school culture in public elementary school is always manifested. The result highlights a strong culture of collaboration, where teachers regularly work together to design and deliver instructional activities, fostering a cooperative and supportive teaching environment.

Among statements, *"Collaboration is valued as an important aspect of teaching in my school"* received the lowest mean score of 4.03, although it remains within the "extensive" category. This suggests that while collaboration is still highly regarded, it may not be as strongly emphasized as other collaborative activities within the school culture.

The overall mean score is 4.11, described as very extensive. This means that school culture in public elementary school is always manifested. This overall assessment indicates that collaboration is a central and well-practiced element of the school culture, contributing to a collaborative and cooperative atmosphere. Moreover, frequent collaboration, support for new teaching approaches, participation in professional learning communities, and collective problem-solving contribute to a positive and cohesive school environment. These practices are likely to influence teacher job satisfaction positively, as indicated by the high level of agreement among teachers.

The findings resonate with existing research that emphasizes the importance of collaboration in school culture and its influence on teacher job satisfaction. Guo and Eun (2020) observed that collaboration positively affects teacher job satisfaction and commitment. This correlation aligns with the current study's results, particularly the highest-rated statement highlighting frequent collaboration. Additionally, the significance of collaborative environments in promoting teacher job satisfaction is supported by the work of Bakx et al. (2020), who found that collaborative practices contribute to teacher autonomy support, leading to enhanced job satisfaction.

C. Extent of School Culture of Teachers in a Public Elementary School in terms of Professional Development

Shown in Table 3 is the extent of school culture of teachers in a public elementary school in terms of professional development. There are five statements on professional development as shown in the table.

Table 3: Extent of School Culture of Teachers in a Public Elementary School in terms of Professional Development

Statements on Professional Development	Mean	SD	Description
1. My school offers relevant and meaningful professional development opportunities.	4.26	0.78	Very Extensive
2. My school provides support for me to pursue my own professional development goals.	4.16	0.76	Extensive
3. I feel that the professional development opportunities provided by my school are effective in improving my teaching.	4.18	0.76	Extensive
4. My administration recognizes and values the importance of ongoing professional development.	4.13	0.80	Extensive
5. My school has a culture of continuous learning and growth among all staff members.	4.30	0.78	Very Extensive
Overall Mean	4.21	0.36	Very Extensive

The statement, *"My school has a culture of continuous learning and growth among all staff members"* garnered the highest mean score of 4.30, which means very extensive. This means that culture in public elementary school is often manifested. This finding underscores a robust emphasis on continuous learning, suggesting that the school nurtures an environment where professional growth is valued by all staff members. On the other hand, the statement with the lowest mean is *"My administration recognizes and values the importance of ongoing professional development."* It obtained a mean score of 4.13, described as extensive. Although it remains within the "extensive" category, this suggests that while recognition of professional development's importance is evident, there is still some room for improvement in how it is valued and supported by the administration.

The overall mean score 4.21, described as very extensive agreement which means that the culture in public elementary school is often manifested. This suggests that professional development is a central and well-practiced aspect of the school culture, contributing to a culture of growth and development.

These findings align with existing research emphasizing the importance of professional development in school culture and its impact on teacher job satisfaction. Bakx et al. (2020) found that teacher autonomy support, which includes professional development opportunities, positively influences job satisfaction. Furthermore, the emphasis on continuous learning and growth aligns with the findings of Heath and Hillman (2017), who noted the positive relationship between a student-centered school culture and teacher job satisfaction.

D. Extent of School Culture of Teachers in a Public Elementary School in terms of Student Centeredness

Illustrated in Table 4 is the extent of school culture of teachers in a public elementary school in terms of student centeredness. There are five statements on student centeredness as illustrated in the table.

Table 4: Extent of School Culture of Teachers in a Public Elementary School in terms of Student Centeredness

Statements on Student Centeredness	Mean	SD	Description
1. My school places a strong emphasis on meeting the needs of all students.	4.10	0.85	Extensive
2. Students are actively involved in their own learning and encouraged to take ownership of their learning.	4.16	0.77	Extensive
3. The school's policies and practices prioritize the needs and well-being of students over other concerns.	4.04	0.82	Extensive
4. My school values and supports student diversity in all its forms.	4.07	0.83	Extensive
5. The school's mission and vision are centered around student success and growth.	4.12	0.81	Extensive
Overall Mean	4.10	0.38	Extensive

Among the statements, the one with the highest mean is *"Students are actively involved in their own learning and encouraged to take ownership of their learning."* It obtained the highest mean score of 4.16, described as extensive. This underscores the strong emphasis on empowering students to be active participants in their educational journey, aligning with a *student-centered approach*. On the other hand, the statement with the lowest mean is *"The school's policies and practices prioritize the needs and well-being of students over other concerns."* It received a mean score of 4.04, which remains within the "extensive" category. The overall mean score for all student-centeredness-related statements is 4.10, indicating an extensive level of agreement among teachers. This comprehensive assessment signifies that student-centeredness is an integral and well-practiced aspect of the school culture, contributing to an environment that prioritizes student success and growth.

The findings resonate with prior research emphasizing the positive correlation between student-centeredness and teacher job satisfaction. Grossman and Richert (2015) noted that student-centered learning environments enhance teacher satisfaction by fostering a more engaging and collaborative classroom atmosphere. Additionally, the alignment of the school's mission and vision with student success and growth supports the observations of Heath and Hillman (2017), who found that student-centered school cultures positively influence teacher outcomes.

E. Extent of School Culture of Teachers in a Public Elementary School in terms of Equity and Inclusivity

Displayed in Table 5 is the extent of school culture of teachers in a public elementary school in terms of equity and inclusivity. There are five statements on equity and inclusivity as presented in the table.

Table 5: Extent of School Culture of Teachers in a Public Elementary School in terms of Equity and Inclusivity

Statements on Equity and Inclusivity	Mean	SD	Description
My school values and prioritizes diversity among its student body and staff.	4.17	0.79	Extensive
Students and staff feel a sense of belonging and acceptance in our school community.	4.23	0.77	Very Extensive
The school's policies and practices promote equity and social justice for all students.	4.28	0.80	Very Extensive
My school provides resources and support to students from all backgrounds and experiences.	4.20	0.82	Very Extensive
My school is committed to creating a safe and inclusive environment for all students.	4.17	0.84	Extensive
Overall Mean	4.21	0.35	Very Extensive

Among the statements related to equity and inclusivity, *"The school's policies and practices promote equity and social justice for all students"* achieved the highest mean score of 4.28. This is described as very extensive. This means that the school culture in public elementary school is often manifested. This emphasizes a strong commitment to creating an environment that prioritizes fairness, social justice, and equal opportunities for all students.

Conversely, the statement with the lowest means is *"My school values and prioritizes diversity among its student body and staff."* It received a mean score of 4.17, which is still within the "extensive" category. This indicates that while the mean score is slightly lower, the school still highly values and prioritizes diversity, reflecting the importance of equity and inclusivity within the school culture.

The overall mean score is 4.21, which is describes as very extensive. This means that the school culture in public elementary school is always manifested. This suggests that equity and inclusivity are central and well-practiced aspects of the school culture, contributing to a diverse and inclusive school environment. The findings align with prior research emphasizing the positive correlation between an inclusive school culture and teacher job satisfaction. Cohen-Vogel, Huang, and Yan (2017) noted that schools emphasizing equity and inclusivity have higher levels of teacher job satisfaction and well-being. The strong commitment

to equity and inclusivity observed in this study supports the work of Kuklinski (2019), who found that such environments contribute to improved academic outcomes for diverse students.

F. Summary of the Extent of School Culture of Teachers in a Public Elementary School

Summarized in Table 6 is the extent of school culture of teachers in a public elementary school. There are five indicators as presented in the table.

Table 6: Summary of the Extent of School Culture of Teachers in a Public Elementary School

Indicators of School Culture	Mean	SD	Description
Communication	4.08	0.34	Extensive
Collaboration	4.11	0.38	Extensive
Professional Development	4.21	0.36	Very Extensive
Student Centeredness	4.10	0.38	Extensive
Equity and Inclusivity	4.21	0.35	Very Extensive
Overall Extent School Culture	4.14	0.16	Extensive

The Indicator Professional Development achieved the highest mean score of 4.21. This is described as very extensive. This means the school culture in public elementary school is always manifested. This result highlights the school's emphasis on providing relevant and meaningful professional development opportunities for teachers. It indicates that teachers feel supported in pursuing their own growth goals and recognize the effectiveness of the professional development activities offered. This focus on continuous learning aligns with an environment that values the enhancement of teaching skills and knowledge, contributing positively to teacher job satisfaction.

Conversely, the indicator with the lowest mean score is Communication, which received a mean score of 4.08. It is described as extensive. It means that the school culture in public elementary school is often manifested. While the mean score is slightly lower compared to other indicators, the result suggests that teachers feel comfortable approaching colleagues for help, are informed about school events and changes, and value open communication. This observation underscores the importance of fostering strong communication practices that facilitate collaboration and mutual respect among teachers.

The overall extent of the school culture obtained a mean score of 4.14, with a description of extensive. This shows that the school is characterized by a strong emphasis on professional development, collaboration, student-centeredness, equity and inclusivity, and communication. Collectively, these cultural aspects contribute to a positive and supportive school environment that likely influences teacher job satisfaction.

The findings from this comprehensive analysis resonate with existing literature that highlights the positive relationship between school culture and teacher job satisfaction. The emphasis on professional development aligns with the work of Bakx et al. (2020), which suggests that teacher autonomy support, including opportunities for growth, positively affects job satisfaction.

Similarly, the importance of collaboration and student-centeredness echoes the observations made by Heath and Hillman (2017) regarding their positive influence on teacher outcomes. Furthermore, the commitment to equity and inclusivity aligns with the research conducted by Cohen-Vogel et al. (2017), indicating that schools promoting equity and a sense of belonging positively impact teacher job satisfaction. The emphasis on communication practices that foster collaboration resonates with the findings of Hong (2018), who emphasizes the significance of effective communication in enhancing teacher job satisfaction.

G. Extent of Work Responsibility of Teachers in a Public Elementary School in terms of Autonomy

Depicted in Table 7 is the extent of work responsibility of teachers in a public elementary school in terms of autonomy. There are five statements on autonomy as depicted in the table.

Table 7: Extent of Work Responsibility of Teachers in a Public Elementary School in terms of Autonomy

Statements on Autonomy	Mean	SD	Description
1. I have control over the decisions and actions related to my job responsibilities.	4.10	0.80	Extensive
2. I have the flexibility to manage my own work schedule and prioritize my tasks.	4.15	0.85	Extensive
3. I am able to exercise my own judgment in carrying out my work responsibilities.	4.10	0.78	Extensive
4. I have the resources and support I need to be successful in my role.	4.12	0.85	Extensive
5. My work allows me to use my skills and knowledge to the fullest extent.	4.26	0.77	Very Extensive
Overall Mean	4.14	0.36	Extensive

The statement with the highest mean score, "My work allows me to use my skills and knowledge to the fullest extent," achieved a mean score of 4.26 described as very extensive. It means that the work responsibility among public elementary school teachers is always manifested. This finding underscores that teachers perceive a strong alignment between their professional capabilities and the tasks they undertake. It implies that the school culture encourages teachers to apply their skills and

knowledge, which likely contributes to heightened job satisfaction by allowing them to contribute effectively to the school's mission.

Conversely, among the statements, *"I have control over the decisions and actions related to my job responsibilities"* received the lowest mean score of 4.10. Despite this, the score remains to be described as extensive indicating that work responsibility among public elementary school teachers is often manifested. IT implies that teachers still perceive a significant level of autonomy in decision-making. The overall mean score is 4.14, described as extensive. It means that work responsibility among public elementary school teachers is often manifested. This implies the school's commitment to fostering an environment where teachers are empowered to make decisions, utilize their skills, and manage their work responsibilities.

The findings resonate with existing research emphasizing the significance of autonomy in promoting teacher job satisfaction. This positive relationship between autonomy and job satisfaction is supported by Bakx et al. (2020), who highlight the role of autonomy support in enhancing teachers' sense of competence and job satisfaction. Similarly, Deci and Ryan (2000) emphasize the importance of autonomy in fostering intrinsic motivation and well-being, aligning with the observed impact of autonomy on teachers' ability to utilize their skills fully.

H. Extent of Work Responsibility of Teachers in a Public Elementary School in terms of Relationship With Coworkers and Supervisors

Shown in Table 8 is the extent of work responsibility of teachers in a public elementary school in terms of relationship with coworkers and supervisors. There are five statements on this indicator as shown in the table.

Table 8: Extent of Work Responsibility of Teachers in a Public Elementary School in terms of Relationship with Coworkers and Supervisors

Statements on Relationship with Coworkers and Supervisors	Mean	SD	Description
1. I have positive working relationships with my coworkers.	4.27	0.79	Very Extensive
2. I feel supported and valued by my supervisor.	4.33	0.77	Very Extensive
3. I receive constructive feedback on my work from my supervisor.	4.21	0.83	Very Extensive
4. My supervisor recognizes and rewards my contributions to the organization.	4.15	0.85	Extensive
5. I have opportunities to collaborate and work closely with my coworkers.	4.13	0.85	Extensive
Overall Mean	4.22	0.36	Very Extensive

The statement *"I feel supported and valued by my supervisor"* achieved a mean score of 4.33. This is described as very extensive. This means that the work responsibility among public elementary school teachers is always manifested. This result highlights the strong rapport between teachers and their supervisors, implying that teachers perceive a supportive environment that values their contributions. On the other hand, the statement *"My supervisor recognizes and rewards my contributions to the organization"* received the lowest mean score of 4.15 or extensive. This means that the work responsibility among public elementary school teachers is often manifested. This observation suggests that while the extent of recognition and rewards is high, there may be room for further improvement in acknowledging teachers' contributions.

The overall mean score is 4.22, described as very extensive. The work responsibility among public elementary school teachers is always manifested. This implies that the school culture prioritizes creating an environment where teachers feel valued, supported, and recognized by both their colleagues and supervisors, thereby contributing positively to teacher job satisfaction.

The findings align with existing research emphasizing the role of positive relationships in enhancing teacher job satisfaction. The strong correlation between positive supervisor-teacher relationships and job satisfaction is highlighted by Halbesleben et al. (2014), who underscore the importance of supervisor support in promoting teacher well-being. Additionally, the observation that supportive relationships contribute to a positive work environment resonates with the insights provided by Leithwood and Jantzi (2000), who emphasize the significance of relational trust in shaping school culture.

I. Extent of Work Responsibility of Teachers in a Public Elementary School in terms of Workload and Work-Life Balance

Portrayed in Table 7 is the extent of work responsibility of teachers in a public elementary school in terms of workload and work-life balance. There are five statements on this indicator portrayed in the table.

Table 9: Extent of Work Responsibility of Teachers in a Public Elementary School in terms of Workload and Work-Life Balance

Statements on Workload and Work-Life Balance	Mean	SD	Description
1. My workload is manageable and reasonable.	4.23	0.82	Very Extensive
2. I am able to balance my work responsibilities with my personal life.	4.22	0.77	Very Extensive
3. I am able to take time off when I need it without negative consequences.	4.07	0.82	Extensive
4. I am able to participate in activities and hobbies outside of work.	4.09	0.83	Extensive

5. My job provides a sense of purpose and fulfillment in my life.	4.20	0.84	Very Extensive
Overall Mean	4.16	0.37	Extensive

The statement with the highest mean score is "My workload is manageable and reasonable," with a mean score of 4.23. This is described as extensive. This means that the work responsibility among public elementary school teachers is often manifested. It implies that that teachers perceive their workload to be within reasonable limits, allowing them to effectively manage their professional responsibilities without feeling overwhelmed.

On the other hand, the lowest mean score belongs to the statement "I am able to take time off when I need it without negative consequences" which received the lowest mean score of 4.07 or extensive. Despite this, the extensive mean score reflects the importance of providing teachers with the flexibility and understanding necessary for maintaining a healthy work-life balance, which contributes positively to their overall job satisfaction.

The overall mean score is 4.16, or extensive. This means that the work responsibility among public elementary school teachers is always manifested. It implies that the school culture promotes an environment where teachers' well-being is valued, positively influencing their job satisfaction.

The findings align with existing research emphasizing the role of workload and work-life balance in promoting teacher job satisfaction. The relationship between workload balance and job satisfaction is highlighted by Travers and Cooper (1996), who underscore the importance of minimizing excessive workload demands. Additionally, the insights provided by Skaalvik and Skaalvik (2011) regarding the positive correlation between work-life balance and teacher well-being resonate with the observed impact of work-life balance on teacher job satisfaction.

J. Summary of the Extent of Work Responsibility of Teachers in a Public Elementary School

Summarized in Table 10 is the extent of work responsibility of teachers in a public elementary school in terms. There are three indicators as evident in the table.

Table 10: Extent of Work Responsibility of Teachers in a Public Elementary School

Indicators of Work Responsibility	Mean	SD	Description
Autonomy	4.14	0.36	Extensive
Relationship with Coworkers and Supervisors	4.22	0.36	Very Extensive
Workload and Work-Life Balance	4.16	0.37	Extensive
Overall Mean	4.18	0.21	Extensive

Among the indicators, Relationship with Coworkers and Supervisors, obtained the highest mean score of 4.22 with a description of very extensive. This result implies that teachers perceive strong and supportive relationships with their colleagues and supervisors, fostering an environment where they feel valued, supported, and acknowledged. Following closely, the indicator, Workload and Work-Life Balance, achieved a mean score of 4.16 with a description of extensive. This implies the importance of creating an environment where teachers can effectively manage their professional responsibilities while having the flexibility to engage in personal activities, which collectively enhances their job satisfaction and well-being.

The overall mean for the extent of work responsibility among teachers is 4.18 which can be described as extensive. This means that the work responsibility among public elementary school teachers is often manifested. This implies that suggests that, on the whole, perceive a work environment that values positive relationships, promotes autonomy, and maintains a balanced workload and work-life balance. This collective perception of extensive work responsibility contributes positively to teacher job satisfaction, aligning with the findings from the individual indicators.

The findings align with existing research emphasizing the importance of positive relationships, autonomy, and work-life balance in promoting teacher job satisfaction. The significance of positive relationships with coworkers and supervisors in enhancing job satisfaction is highlighted by Halbesleben et al. (2014), who emphasize the role of supportive relationships in teacher well-being. Similarly, the observations related to work-life balance resonate with the insights provided by Skaalvik and Skaalvik (2011), emphasizing the positive correlation between work-life balance and teacher well-being.

K. Test of Relationship between School Culture and Work Responsibility of Teachers in a Public Elementary School

Presented in Table 10 is the test of relationship between school culture and work responsibility of teachers in a public elementary school.

Table 11: Test of Relationship between School Culture and Work Responsibility of Teachers in a Public Elementary School

Variables	Mean	SD	R	R ²	Degree of Relationship	p-value	Decision @ a 0.05 Level
School Culture	4.14	0.16	0.680	0.462	High	0.00	Significant (Reject Ho)
Work Responsibility	4.18	0.21					

The Pearson Product Moment Correlation was used to test if there is a significant relationship between School Culture and Work Responsibility Among Public School Elementary Teachers at a 0.05 Level of Significance. The results show that there is a significant High Relationship (R: 0.68, p<0.05) between School Culture and Work Responsibility Among Public School Elementary Teachers at a 0.05 level of significance. The results imply that improving School Culture is beneficial for the improvement of work responsibilities among Elementary Public School Teachers. The results also imply that 46.2 percent (R²: 0.462) of the variance or changes in Work Responsibility can be attributed to the School Culture among public school elementary teachers.

The correlation between school culture and work responsibility is reinforced by the results, highlighting that improving school culture can positively impact the enhancement of work responsibilities among elementary public-school teachers. This observation resonates with the discussions provided in the literature, particularly the emphasis on the role of positive relationships, autonomy, and supportive work environments in enhancing teacher job satisfaction (Halbesleben et al., 2014; Skaalvik&Skaalvik, 2011).

Furthermore, the result that 46.2 percent (R²: 0.462) of the variance in work responsibility can be attributed to school culture underscores the substantial influence of school culture on teachers' work responsibilities. This finding aligns with the studies by Bakx et al. (2020) and Deci and Ryan (2000), which emphasize the significance of autonomy support and positive working relationships in shaping teachers' perceptions of their responsibilities and overall job satisfaction.

The results of the current study contribute to the existing literature by providing empirical evidence that supports the strong relationship between school culture and work responsibility among public school elementary teachers. These findings substantiate the importance of fostering a positive school culture to enhance teachers' work responsibilities, ultimately contributing to higher job satisfaction and overall well-being.

L. Indicators of School Culture that Significantly Influence the Work Responsibility of Teachers in a Public Elementary School

Presented in Table 12 are the indicators of school culture that significantly influence the work responsibility of teachers in a public elementary School.

Table 12: Indicators of School Culture that Significantly Influence the Work Responsibility of Teachers in a Public Elementary School

Indicators of School Culture	B	SE	Beta	t	p-value	Decision @ a 0.05 Level
(Constant)	0.40	0.27		8.23	0.00	Significant
Student Centeredness	0.30	0.03	0.55	9.47	0.00	Significant
Equity and Inclusivity	0.23	0.03	0.39	6.87	0.00	Significant
Collaboration	0.20	0.03	0.38	6.48	0.00	Significant
Communication	0.19	0.03	0.31	5.58	0.00	Significant
Regression Model:						
Work Responsibility = 0.40 + 0.30 (Student Centeredness) + 0.23 (Equity and Inclusivity) + 0.20 (Collaboration) + 0.19 Communication						
F: 51.18, R: 0.80, R ² : 0.64, p: 0.00						
Excluded Variable	Beta In	t	p-value	Partial Correlation	Decision @ a 0.05 Level	
Professional Development	0.07	1.29	0.20	0.12	Not Significant	

The Stepwise Multiple Linear Regression Model was used to determine the Indicators of School Culture that Significantly Influence the Work Responsibility Among Public School Elementary Teachers at a 0.05 level of significance.

The results imply that the indicators Student Centeredness (B: 0.30, p<0.05), Equity and Inclusivity (B: 0.23, p<0.05), Collaboration (B: 0.20, p<0.05), and Communication (B: 0.19, p<0.05) significantly influence the Work Responsibility Among Public School Elementary Teachers at a 0.05 level of significance. On the other hand, the indicator Professional Development (B: 0.07, p>0.05) does not significantly influence the Work Responsibility Among Public School Elementary Teachers.

Moreover, the results show that 64.0% (R²: 0.64) of the variances or improvements in Work Responsibility can be accounted for by the regression model, **Work Responsibility** = 0.40 + 0.30 (Student Centeredness) + 0.23 (Equity and Inclusivity) + 0.20 (Collaboration) + 0.19 Communication at a 0.05 level of significance (F: 51.18, p<0.05).

This level of explanation signifies that the combination of Student Centeredness, Equity and Inclusivity, Collaboration, and Communication indicators collectively plays a significant role in shaping teachers' perceptions of their work responsibilities. The comprehensive regression equation, with coefficients that reflect the magnitude of influence, provides a quantitative foundation for understanding the interrelation between school culture and work responsibility.

Connecting these results to the existing literature strengthens the argument that certain aspects of school culture significantly impact teachers' work responsibilities. The alignment of the indicators identified in the regression model with existing research highlights the robustness of the findings. These results complement the insights provided by Halbesleben et al. (2014) and Skaalvik and Skaalvik (2011), further emphasizing the role of supportive relationships, inclusive environments, and collaborative practices in shaping teachers' perceptions of their responsibilities and overall job satisfaction.

CHAPTER FOUR CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the conclusions and recommendations are presented, revealing insights into the result of the study.

The study determined the relationship between school culture and work responsibility of teachers in public elementary school. Specifically, it aims to describe the extent of school culture and work responsibility of teachers in a public elementary school. It also looked into the relationship between school culture and work responsibility as well as the domain of school culture significantly influence work responsibility of teachers in a public elementary school.

This study employed descriptive correlational research design using a survey questionnaire. The respondents were teachers from Jose Bastida Elementary School. They were identified through quota sampling. An adapted survey questionnaire from Henderson and Mapp (2012) was used to gather data for the independent variable which is school culture. Another adapted survey questionnaire was used to gather data for the dependent variable which is work responsibility. The questionnaire is from Spector (2017). The following statistical means were used together data: mean, Pearson-r and regression analysis.

➤ *Based on the Analysis, the Findings are as Follows:*

In terms of school culture, communication and collaboration are viewed as extensive, while professional development, student-centeredness, and equity and inclusivity are rated as very extensive. Overall, the extent of school culture is perceived as extensive, indicating a positive atmosphere that values collaboration, inclusivity, and student-centered approaches.

The examination of indicators of work responsibility among public elementary school teachers reveals a positive perception of their work environment. Autonomy, denoting the extent of control over job decisions, is regarded as extensive. The relationships with coworkers and supervisors are viewed as very extensive, highlighting strong supportive networks. Additionally, workload and work-life balance are perceived as extensive, indicating a manageable workload and conducive work-life equilibrium. The overall mean reflects an extensive level of perceived work responsibility, underlining the positive work atmosphere within the school.

The outcomes of the relationship test confirm a strong positive connection between school culture and work responsibility. The considerable correlation coefficient and the significant p-value accentuate the importance of a positive school culture in fostering favorable work responsibilities among teachers.

The detailed analysis of indicators that significantly influence work responsibility reinforces the critical role of specific school culture aspects. Student-centeredness, equity and inclusivity, collaboration, and communication emerge as influential factors that positively shape teachers' work responsibilities. These findings provide empirical evidence that a positive school culture, characterized by these indicators, contributes significantly to enhancing teachers' perceived responsibilities within the school environment.

A. *Conclusions*

Based on the findings, the following conclusions are drawn:

Communication, collaboration, student-centeredness, and equity and inclusivity emerge as significant factors influencing work responsibility. The findings validate the crucial role of a supportive school culture in shaping teachers' perceptions of their responsibilities and job satisfaction.

The positive perceptions of autonomy, strong relationships with colleagues and supervisors, and a balanced workload and work-life balance highlight the significance of a supportive work culture. These insights emphasize the importance of promoting collaborative relationships and maintaining manageable workloads for teachers, contributing to their overall well-being and job satisfaction.

The findings provide valuable insights for educational stakeholders, highlighting the need to prioritize and nurture a supportive school culture that contributes to enhanced work responsibility and ultimately leads to improved teacher well-being and job satisfaction.

Educational stakeholders are encouraged to prioritize and nurture these elements of school culture to foster a conducive work environment that supports teachers' well-being and effectiveness.

B. Recommendations

Based on the conclusions, the following recommendations are forwarded:

For the Department of Education (DepEd), it is recommended to prioritize initiatives that promote and support a positive school culture, focusing on enhancing communication, collaboration, student-centeredness, equity, and inclusivity. Providing professional development opportunities aligned with these aspects can further strengthen teachers' work responsibility and job satisfaction, contributing to improved educational outcomes.

For school principals, fostering a supportive and inclusive school culture is paramount. Principals should actively encourage open communication, collaboration, and student-centered approaches. Recognizing and valuing teachers' contributions, while also providing opportunities for skill development and growth, will promote a positive work environment and enhance teachers' sense of responsibility.

Elementary school teachers are encouraged to engage in collaborative efforts, embrace student-centered practices, and contribute to an inclusive and equitable learning environment. By actively participating in shaping the school culture and taking advantage of professional development opportunities, teachers can not only enhance their own job satisfaction but also create a positive impact on students' learning experiences.

For students, it is beneficial to experience a school culture that promotes collaboration, inclusivity, and student-centeredness. Encouraging students' active involvement in their learning journey and valuing their diverse backgrounds will contribute to a supportive educational environment where students feel motivated and engaged in their studies.

Future researchers are advised to delve deeper into the nuanced connections between specific school culture indicators and work responsibility among teachers. Exploring how different cultural contexts and organizational structures impact these relationships could provide valuable insights. Additionally, examining the long-term effects of positive school culture on students' academic achievements and teachers' retention rates could offer a comprehensive understanding of the far-reaching benefits of fostering a supportive educational environment.

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APPENDIX A SURVEY QUESTIONNAIRE

A. Part I. School Culture

Adapted from: Henderson, A. T., & Mapp, K. L. (2012). A new wave of evidence: The impact of school, family, and community connections on student achievement. National Center for Family and Community Connections with Schools.

Instruction: Rate the extent of your school culture using the scale below.

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

A. School Culture	5	4	3	2	1
1. I feel comfortable approaching my colleagues for help and support.					
2. I am kept informed about school events, changes, and policies in a timely manner.					
3. My colleagues and I communicate respectfully and professionally with each other.					
4. My administration listens to and addresses my concerns or feedback.					
5. My school values open, honest communication among all members of the school community.					
B. Collaboration	5	4	3	2	1
1. My colleagues and I frequently collaborate to plan and implement instruction.					
2. I feel supported by my colleagues when I try new strategies or approaches to teaching.					
3. My school provides opportunities for teachers to work in professional learning communities or teams.					
4. Teachers in my school work together to solve problems and improve school practices.					
5. Collaboration is valued as an important aspect of teaching in my school.					
C. Professional Development	5	4	3	2	1
1. My school offers relevant and meaningful professional development opportunities.					
2. My school provides support for me to pursue my own professional development goals.					
3. I feel that the professional development opportunities provided by my school are effective in improving my teaching.					
4. My administration recognizes and values the importance of ongoing professional development.					
5. My school has a culture of continuous learning and growth among all staff members.					
D. Student-centeredness					
1. My school places a strong emphasis on meeting the needs of all students.					
2. Students are actively involved in their own learning and encouraged to take ownership of their learning.					
3. The school's policies and practices prioritize the needs and well-being of students over other concerns.					
4. My school values and supports student diversity in all its forms.					
5. The school's mission and vision are centered around student success and growth.					
E. Equity and Inclusivity					
1. My school values and prioritizes diversity among its student body and staff.					
2. Students and staff feel a sense of belonging and acceptance in our school community.					
3. The school's policies and practices promote equity and social justice for all students.					
4. My school provides resources and support to students from all backgrounds and experiences.					
5. My school is committed to creating a safe and inclusive environment for all students.					

B. Part II. Job Satisfaction

Adapted from: Spector, P. E. (2017). Job satisfaction: Application, assessment, causes, and consequences. Sage Publications.

Instruction: Rate the extent of your job satisfaction using the scale below.

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

A. Autonomy	5	4	3	2	1
1. I have control over the decisions and actions related to my job responsibilities.					
2. I have the flexibility to manage my own work schedule and prioritize my tasks.					
3. I am able to exercise my own judgment in carrying out my work responsibilities.					
4. I have the resources and support I need to be successful in my role.					
5. My work allows me to use my skills and knowledge to the fullest extent.					
B. Relationships with Coworkers and Supervisors	5	4	3	2	1
1. I have positive working relationships with my coworkers.					
2. I feel supported and valued by my supervisor.					
3. I receive constructive feedback on my work from my supervisor.					
4. My supervisor recognizes and rewards my contributions to the organization.					
5. I have opportunities to collaborate and work closely with my coworkers.					
C. Workload and Work-Life Balance	5	4	3	2	1
6. My workload is manageable and reasonable.					
7. I am able to balance my work responsibilities with my personal life.					
8. I am able to take time off when I need it without negative consequences.					
9. I am able to participate in activities and hobbies outside of work.					
10. My job provides a sense of purpose and fulfillment in my life.					

APPENDIX B
RELIABILITY TEST RESULT

Instrument	No. of Items	Cronbach's' Alpha	Level of Reliability
School Culture	25	0.801	Good
Work Responsibility	15	0.751	Acceptable
Overall	40	0.808	Good