

Mediating Effects of Work Values on The Roles and Qualities of School Leaders and Teachers Core Behavioral Competencies

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ABSTRACT

The study investigates the mediating effects of work values on the roles and qualities of school leaders and teachers' core behavioral competencies. The research involved 100 public elementary school teachers from nine Del Remedio District, Division of San Pablo City schools, with the majority being female and married. The study used descriptive and correlational research methods to determine the relationship between leadership roles, qualities, and teacher performance. The questionnaire was divided into five parts: respondent profiles, perceptions about the mediating effects of work value in the roles and qualities of school leaders and teachers, and core behavioral competencies. The findings show a significant relationship between leadership roles and qualities and teacher performance and between teacher work values and performance in core behavioral competencies. Teachers' work values fully mediate this relationship. The study suggests that school leaders should be knowledgeable about their roles and qualities, provide necessary technical assistance, and prioritize professional growth for the benefit of the school. The Department of Education is actively working to develop these roles and qualities for better teacher performance.

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1. INTRODUCTION

Although crucial, the COVID-19 pandemic is not likely to be the last catastrophe we will see in our lifetime, and school leaders have been asked to guide their communities through uncertain times. The difficulties faced by school administrators have included anything from aiding communities through economic, social, and emotional ruin to rebuilding after environmental catastrophes. Throughout these challenging times, school administrators have focused on achieving the best results for their students and school communities while providing clarity and direction, fostering resilience, and instilling optimism.

We have already had bushfires, a drought, and COVID-19 in 2020. Evidence of leadership's crucial role in guiding communities through the issues we are all experiencing is emerging globally during this pandemic (spotlight 2020). The manager of the school is the head of it. He is both a manager and a leader. He is responsible for directing his subordinates' behavior in the desired manner as a leader. His leadership capacity is determined by the strategies he uses to change the behavior of others around him successfully [1], [2], [3], [4], [5].

Power and leadership go hand in hand. People tend to follow influential people. The person in control also takes the lead because others follow. Nevertheless, there are other reasons why leaders are influential. Some are strong because they can give you a bonus or promotion. Others have much power because they can fire you or give you unpleasant assignments. Conversely, leaders may be influential because they are authorities in their industries or their subordinates respect them. These individuals may not hold official leadership positions, but their abilities and character traits allow them to influence others successfully.

The researcher wishes to point out that school leaders should be keenly aware of how the work values affect their roles and qualities and teachers' core behavioral competencies. They should know how to apply these powers appropriately to have better management skills and be an effective leader. The importance of reciprocity lessens the likelihood that leaders will act unethically or coercively toward their followers. This enhances the likelihood that the leader and followers will cooperate for the greater good. A headmaster is chosen to serve as a formal leader within an organization, in this case, a school. The role of a headmaster encompasses a multifaceted set of obligations towards superiors, staff, and the broader educational environment [6], [7], [8], [9], [10]. As an administrator, the headmaster is tasked with ensuring that the institution operates efficiently and effectively, involving strategic decision-making and resource management. This aligns with the findings of Connolly et al., who emphasize the distinction between educational management and leadership, noting that effective educational management is crucial for the proper functioning of educational institutions [11]. Furthermore, the headmaster acts as an educator, fostering an environment conducive to learning and professional development among staff, which is essential for enhancing educational outcomes [12].

A significant factor in determining the culture of a school is the headmaster. They should be able to create an environment where staff members exchange ideas and are committed to the school's mission. One of the principals' essential duties is to support the administrative staff by giving them care, direction, and training to increase their insight. According to the data's description, the principal's role in promoting social competence includes several aspects, including the school administration staff and the principal's leadership concerning how the principal guides the administrative staff in carrying out the task [13].

According to Sumidjo, effective leadership results from the leaders' conscious efforts to persuade their subordinates to carry out their tasks according to their expectations. According to Sumidjo [14], leadership is persuading others to attain personal

or organizational goals. The next theme derived from study participants' comments was the enjoyment of education. This topic explains why employees, particularly teachers, choose to stay at their jobs amid challenging working conditions and a strained relationship with the administration.

One teacher responded that commitment to one's job depends on how much one enjoys teaching and cares about the students. To a certain extent, the characteristics of a school principal play an intricate role in teachers taking pleasure in teaching. More often than not, the treatment of teachers by school administration can leave a disdained spot in their spirits and may cause some teachers to lose passion for their profession, which has happened in recent years. Researchers have concluded that the rationale for teachers to remain in the education field is interconnected with the autonomy of their colleagues, working conditions, and stress levels [15].

According to Leithwood et al. [16], Marzano, Waters, and McNulty [17], Portin et al. [18], Louis and Leithwood et al. [16], and Knapp et al. [19], the relationship between teachers and the school principal is significant in high-performing schools. Likewise, low-performing schools lack solid and positive relationships between teachers and their principals. As the center of reflective practice between teachers and the principal, the school will be critical in improving our nation's future student achievement. Leadership and support, communication, and interpersonal (trust and respect) skills were the most important factors in developing positive relationships between principals and teachers to impact student achievement [20], [21], [22], [23], [24].

The results of this study will expand the knowledge regarding the complex role and expectations of the principal and provide helpful information that can be used to inform graduate-level educational leadership courses and the preparation of school leaders, in addition to providing for better professional development and evaluation during teaching and principal careers. The study aims to determine the mediating effects of work values on the roles and qualities of school leaders and teachers' core behavioral competencies.

The study aims to determine the mediating effects of work values on the roles and qualities of school leaders and teachers' core behavioral competencies. The study's respondents were one hundred (100) public elementary school teachers from nine (9) schools in Del Remedio District, Division of San Pablo City. The majority of the respondents are female and married. Most teachers are 1 to 10 years in service, and most are teachers.

In the Philippines' educational settings, the bases of power used by the public elementary school heads are variables overlooked in research studies. Administrators are always studied according to their leadership styles, management behavior, or supervisory skills. The bases of power used by administrators whose performance hinges on teachers' job satisfaction in improving their respective educational milieu must be emphasized. Conversely, as will be used in this study, these power holders or school heads are reputedly considered the central embodiments in wielding power bases in the school setting.

Teachers play vital roles in the development of educational organizations. They collaborate with the school leaders to pursue productivity, quality education, excellence, and competitiveness. The problem addressed by the study is to know the mediating effect

of work values on the roles and qualities of school leaders and teachers' core behavioral competencies.

Taking an in-depth look at school leaders and their relationship to teachers' performance may lead to a better understanding of building a successful, empowered, and high-performance organization where principals share their power and distribute leadership to the organization.

2. METHOD

Research Design

The research method used in the study was descriptive and correlational in determining the relationship between school leaders' and teachers' roles and qualities core behavioral competencies. According to Arikunto [25], descriptive research is intended to gather data regarding the pattern found in the field. There is no administration or control for this kind of research. Furthermore, the correlation method investigates whether at least two factors are associated. The descriptive and correlational design was employed in the study as it focuses on the current condition wherein events were recorded, described, analyzed, and compared. Respondents of the study are from San Pablo City Division's elementary schools, which served as the focus of this investigation, concentrating on the Del Remedio District. The sample size of the instructors working at the nine (9) public elementary schools in the District of Columbia consisted of one hundred (100) respondents. Most of the respondents are teachers from Del Remedio Elementary School, a total of 37 36. At the same time, the fewest number of respondents are associated with Sta. Maria Magdalena ES with five teachers.

Sampling Technique

This study employed a random sampling technique to choose the required respondents. It used the samples from the total population of the nine selected elementary school teachers in the Del Remedio District.

Research Instrument

The primary tool for acquiring the data was a survey questionnaire created by the researcher. Each of the five sections of the questionnaire (respondent's profile, perceptions of the mediating impacts of employment, values on the Roles and Qualities of a School leader, and Teachers' Core Behavioral Competencies. This method was used to simplify the data gathering.

Part 1. Respondents Profile. This part deals with the respondent's profile, including the name, school, age, gender, civil status, educational attainment, designation, and length of years in teaching.

Part 2. Roles of a school leader. This accords with the respondent's perception of roles and qualities of a school leader steward for high standards and results, motivator /Coach, change master, and role model.

Part 3. Qualities of Leaders. This concerns the respondent's perception of the roles and qualities of a school leader in terms of exhibiting personal qualities, teamwork, managing services, and service improvement.

Part 4. Work values of school leaders. This is about the respondent's perception of his or her work values, including Power achievement, benevolence, universalism, self-direction stimulation, and security.

Part 5. Teachers Performance (Behavioral Core Competencies). The ability to govern oneself, professionalism and ethics, teamwork, a focus on serving others, and innovation.

Validation. The researcher gave the thesis adviser a copy of the survey questionnaire and other panel members for corrections and suggestions on improving it to ensure its consistency and correctness. To ensure the quality of statements and alignment with the subject matter under study, the researcher requested content validation from one principal, one head teacher, one master teacher, and an English teacher.

Research Procedure

Conceptualization. In exploring topics, the mediating work values affect the roles and qualities of school leaders and teachers' core behavioral competencies. The researcher presented the concept formulated and prepared to the panel members and solicited suggestions to improve the paper's content further.

Implementation. The researcher made a letter of request to conduct the study. The researcher also prepared the needed data, shared forms, and asked permission from the superintendent. The study was conducted after approval by the Division Superintendent, District Supervisor, and Principal/School Head of 39 involved schools. The researcher also sought approval from the panel and dean to conduct the research. The school heads received the survey questionnaire created by the researcher. The respondents were provided with a link to the online survey questionnaire created by the researcher by the heads of the schools. Enough time was given for the respondents to respond to the questionnaire. Moreover, other respondents requested to answer the survey questionnaire in printed form.

Data Analysis. The researcher gathered the data after the respondents completed the online and printed survey questionnaire. Before giving the data to the statistician, the researcher documented the information. The data underwent statistical processing.

Ethical Consideration. The researcher protected the confidentiality of the study participants. The study did not include the names of the respondents. The study data collected from the online survey questionnaire was adequately protected regarding

confidentiality. The data gathered from the respondents was provided honestly by the researcher.

Statistical Treatment of Data

The statistical metrics applied in the study are listed below. Mean, and standard deviation were used to investigate the responsibilities and characteristics of school administrators that might influence the value of a teacher's job. 40 Mean and standard deviation were also used to describe the level of work performance of the teacher respondents at their school and their work values. However, the Pearson product-moment correlation coefficient was used to ascertain the association between the independent, mediating, and dependent variables, with its significance being tested at the 0.05 level. Furthermore, mediation analysis was applied to prove the two hypotheses set in the study as the work values of a teacher had a mediating effect between the roles and qualities of school leaders and teachers' core behavioral competencies.

3. RESULTS AND DISCUSSION

3.1. Results

Table 1. Summary of Perceived Roles of School Leaders

Perceived Roles of School Leaders	Mean	SD	Verbal Interpretation
Stewards for high standards and results	4.63	0.56	Strongly Agree
Motivator/ coach	4.63	0.49	Strongly Agree
Change master	4.70	0.56	Strongly agree
Role model	4.69	0.50	Strongly agree
Overall	4.66	0.53	Strongly agree

Overall, the findings in Table 1 show that most of the respondents strongly agree that the perceived roles of school leaders affect the work values of teachers, with an overall mean of 4.66.

Table 2. Summary of Perceived Quality of School Leaders

Perceived Quality of School Leaders	Mean	SD	Verbal Interpretation
Demonstrating personal qualities	4.63	0.54	Strongly agree
Working with others	4.58	0.57	Strongly agree
Managing services	4.57	0.53	Strongly agree
Improving services	4.64	0.53	Strongly agree
Overall	4.61	0.54	Strongly agree

Overall, the findings in Table 2 show that most respondents strongly agree that a school leader's perceived quality affects teachers' work values, with an overall mean of 4.61.

Table 3. Summary of Perceived work Values of a teacher

Perceived Work Values of a Teacher	Mean	SD	Verbal Interpretation
Power Achievement	4.67	0.46	Strongly agree
Benevolence Universalism	4.71	0.41	Strongly agree
Self-direction stimulation	4.65	0.44	Strongly agree
Security	4.64	0.48	Strongly agree
Overall	4.67	0.45	Strongly agree

Overall, the findings in Table 3 show that most of the respondents strongly agree that the perceived work values of a teacher affect their core behavioral competencies.

Table 4. Summary of Perceived Teacher's Core Behavioral Competencies

Perceived Teacher's Core Behavioral Competencies	Mean	SD	Verbal Interpretation
Professionalism and ethics	4.71	0.42	Strongly agree
Teamwork	4.73	0.41	Strongly agree
Service orientation	4.66	0.46	Strongly agree
Innovation	4.59	0.47	Strongly agree
Self-management	4.66	0.45	Strongly agree

Overall, the findings in Table 4 show that most respondents strongly agree that the perceived teachers' core behavioral competencies have an overall mean of 4.67.

Table 5. Test of Relationship between leadership roles and qualities to the teacher's core behavioral competencies

Leadership Roles	Self Management	Professionalism and ethics	Teamwork	Service Orientation	Innovation
Stewards for high standards and results	0.193	.198*	0.177	.203*	.281**
Motivator/coach	0.129	0.185	0.165	.203*	.261**
Change master	.204*	.219*	.274**	.255*	.282**
Role model	0.126	0.135	0.154	0.187	.227*

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

A significant positive relationship exists between leadership roles and the teachers' core behavioral competencies. This implies that when school leaders are competent and effective leaders doing their roles as stewards for high standards and results, motivators/coaches, change masters, and a role model. this would contribute to the teacher's core behavioral 69 competencies, such as self-management, professionalism and ethics, teamwork, service orientation, and innovation, which shows, that when the leaders perform their roles appropriately.

Table 6. Relationship between leadership qualities to the teachers' core behavioral competencies

Leadership Qualities	Self Management	Professionalism and ethics	Teamwork	Service Orientation	Innovation
Demonstrating Personal qualities	.458**	.468**	.526**	.513**	.455**
Working with others	.480**	.469**	.487**	.521**	.489**
Managing services	.579**	.570**	.590**	.626**	.564**
Improving services	.437**	.476**	.545**	.494**	.431**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

A significant positive relationship exists between leadership qualities and the teachers' core behavioral competencies. This implies that when school leaders are competent and influential leaders, their qualities showing demonstrating personal qualities, working with others, managing services, and improving services can contribute to the teacher's core behavioral competencies, such as self-management, professionalism, and ethics, teamwork, 70 service orientation, and innovation, which shows, that when the school leaders show their qualities it helps the teachers to grow emotionally and professionally.

Table 7. Relationship between leadership roles to the teachers' work values

	Power Achievement	Benevolence universalism	Self-direction stimulation	Security
Leadership Roles				
Stewards for high standards and results	0.191	0.080	0.158	0.137
Motivator/coach	.213*	0.117	0.175	0.158
Change master	.292**	.214*	.256*	.207*
Role model	.242*	0.119	0.190	0.113

Table 7 shows a significant positive relationship between leadership roles and teachers' work values. It shows that when school leaders show their leadership skills and practices, this dramatically affects the teachers' work values. The table shows that leadership roles affect teachers' work values and can help them become more productive and efficient in their fields.

Table 8. Relationship between leadership qualities and the teacher's work values

Leadership Qualities	Power Achievement	Benevolence universalism	Self-direction stimulation	Security
Demonstrating Personal qualities	.635**	.658**	.656**	.612**
Working with others	.654**	.628**	.680**	.590**
Managing services	.727**	.704**	.760**	.692**
Improving services	.662**	.696**	.728**	.652**
Leadership Qualities	.635**	.658**	.656**	.612**
Working with others	.654**	.628**	.680**	.590**

Table 8 indicates that a significant positive relationship exists between teachers' work values and core behavioral competencies. It is observed that teachers' behavioral competencies, such as power achievement and the like, contribute meaningfully to and uplift their work values, such as professionalism and ethics, self-management, service orientation, and others. When teachers feel empowered and take personal responsibility for enhancing teaching and learning while making themselves develop their full potential by undergoing professional growth, actual accomplishments would be possible for themselves and the benefit of the school and learners as a whole.

Table 9. Mediation analysis on the effects of work values on the relationship between Leadership Roles and Teachers core behavioral competencies

	B	SE	T	P	LLCI	ULCI	
Leadership roles □ Work values	0.190	0.089	2.128	.036	0.013	0.368	Significant
Work Values □ Teachers Performance	0.737	0.061	12.014	.000	0.615	0.859	Significant
Leadership Roles □ Teachers Performance	0.074	0.056	1.336	.185	-0.036	0.185	Not Significant
Direct	0.074	0.056	1.336	.185	-0.036	0.185	Not Significant
Indirect	0.140	0.079			0.02	0.333	Significant
Total	0.2145	0.085	2.517	.014	0.045	0.384	Significant

Table 9 shows the mediating effects of teachers on the relationship between the leadership roles of school leaders and teacher performance as to core behavioral competencies. The data revealed that the teachers fully mediated the relationship of leadership roles of school leaders to teachers' performance work values as mediated in the indirect significant effect at P value 0.02 level.

This means that the impact of leadership roles on teachers' performance is fully established because of the exhibited work values of the teachers, as a result of the school leaders' excellent performance of their leadership roles, implying that when the school leaders do their leadership roles to the best of their ability, it eventually worked positively in the work values of the teacher, which at the result to teacher performance specifically on

the core behavioral competencies such as self-management, professionalism and ethics, teamwork, service orientation and innovation as a measure of teachers performance in this study.

These findings emphasize the relevance of nurturing teachers' work values through the school leaders who deliberately do their roles as stewards for a high standard, motivators/coaches, change masters, and role models. With this, the teachers' desire to improve themselves follows, thus creating a faculty with high regard toward self-improvement, particularly in the core behavioral competencies indicated in this study.

3.2. Discussion

The results of this study show that the role and quality of school leadership have a significant relationship with the core behavioral competencies of teachers. These findings align with previous research highlighting the importance of school leadership in building strong relationships between school leaders and teachers and its impact on student achievement [16], [17]. The study expands on these findings by showing that teachers' work values mediate between leadership roles and leadership qualities and teachers' core behavioral competencies.

In particular, the study supports the idea that leadership characteristics, such as the ability to work with others and manage services, positively influence teachers' work values, improving their competence, including professional ethics, teamwork, and innovation. This result is consistent with Sumidjo [14], who states that effective leadership occurs when a leader consciously influences subordinates to achieve a common goal. Outstanding leadership qualities such as service management and service improvement have been found to play an essential role in driving teacher performance.

In addition, these findings align with the research of Skaalvik and Skaalvik [15], who found that work environment and autonomy positively impact teacher motivation. In this study, when school leaders act as motivators and coaches, stronger teachers' work values, such as empowerment and independence, develop, strengthening their competence in self-management and service-oriented.

These findings confirm that developing teachers' work values through influential leadership roles, as outlined in the Kristiawan [13] study, can encourage teachers' professional growth, ultimately creating a culture of self-improvement among teachers. These results demonstrate the importance of leadership training that focuses on developing the quality of school leaders who can collaborate with teachers and provide ongoing technical support and motivation to improve their performance.

4. CONCLUSION

Leadership roles significantly relate to teachers' work values and core behavioral competencies. Therefore, the hypothesis is not sustained. Leadership qualities were significantly related to a teacher's work values and core behavioral competencies. Therefore, the hypothesis is not sustained. Teachers' work values, basic principles, leadership responsibilities, and qualities correlate significantly. Behavioral competencies resulted in a full mediating effect of work values on the roles and qualities of school

leaders and teachers' core behavioral competencies; thus, the study's null hypothesis is not supported by evidence and, therefore, is not sustained. School leaders may be familiar with and informed enough about their duties and attributes to apply them where they are assigned to work.

The school leaders may manage and lead the school appropriately to raise the standard of their school services. The school leaders may provide technical assistance to all their subordinates and prioritize their professional development for the school's overall success. Replication and further research of the study may be conducted, including reviewing the roles and qualities of school leaders in the field setting.

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