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Work Task Motivation, Emotional Intelligence and Public Leadership: Structural Equation Model on Organizational Culture

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RESEARCH ARTICLE

Abstract

This study aimed to determine the best-fit model of organizational culture of public schools as influenced by work task motivation, emotional intelligence, and public leadership of school heads. The study's respondents were the 403 teachers in Davao Region, Philippines, using correlational and structural equation modeling. The results showed that the levels of work task motivation, teachers' emotional intelligence, and organizational culture were very high, while the public leadership of school heads was high. Further, all exogenous variables showed significant correlations with organizational culture. Finally, findings showed Model 3 as the best-fit model. Model 3 revealed that work task motivation was described by its three remaining indicators, namely introjected regulation, motivation, and external regulation, while the exogenous variable, emotional intelligence, was measured by its two retained indicators, namely self-awareness and motivation; the exogenous variable Public Leadership of School Heads was explained by its two remaining domains, namely: accountability leadership, and rule-following leadership. On the other hand, the endogenous variable organizational culture was described by its three retained indicators: ta,oc, and km. This implies that the Department of Education may consider strengthening the retained indicators through its faculty development program to improve the school's organizational culture.

Keywords: Work Task Motivation, Emotional Intelligence, Public Leadership, Organizational Culture, Structure Equation Model, Teachers

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1 INTRODUCTION

In today's educational arena, poor school organizational culture has been an identified factor in poor academic performance among students. In most cases, a negative school culture is a workplace where teachers view problems on students but cannot look at and apply practical and modern solutions to those problems. People working inside the school complain about school work and always see the negatives and discouragements. Moreover, they resist changes and usually disapprove of new ideas, methods, or suggestions for improvement. Teachers rarely share ideas, materials, or resolutions to educational problems. A school can be labeled as toxic when it delimits improvement due to the ineffective implementation of established programs. These failures can be attributed to motivation and weak commitments (Bulach, 2017; Deal & Peterson, 2016; D. Fisher, 2012 ; Fullan, 2007; Ismail, Khatibi, & Azam, 2022).

Relative to this, establishing a positive school culture is very important. Positive school cultures provide a safe, supportive, encouraging, inviting, and challenging environment for students and staff, allowing students' academic achievement to evolve. Leaders must take note that before they go sifting through data and refining the school's standards, they should keep in mind that creating a positive school culture can have a remarkable impact on the success of the school (Dinsdale, 2017; Tamir & Ganon-Shilon, 2021). Thus, a positive school culture encourages greater effort and productivity, improves collegial collaboration, supports successful change and improvement efforts, builds commitment and identification of students and teachers with your school, and amplifies the energy and motivation of staff members and students (Confeld, n.d.; Matari & Ali, 2019; Pabalan & Pabalan, 2020; Wagner, 2016).

Given the importance of school organizational culture, the researcher reviewed literature exploring the variables influencing organizational culture. For instance, various researchers have presented the association of some factors to organizational culture such as work task motivation (Campbell, 2019; Nguyen, 2017; Noordhoorn, 2010; Schaufenbuel, 2015), emotional intelligence (Bardzil & Slaski, 2003; Bond & Donaldso-Feilder, 2004; Fisher & Ashkanasy, 2000; Smithey & Barry, 2004; Ugoani, 2015) and public leadership (Fombrun, Gardberg, & Barnett, 2000; Schein, 2010; Sharma & Sharma, 2010).

In particular, employee motivation is important in improving the organization's work culture. Employees who are motivated at work show a willingness to exert high levels of effort toward organizational goals. Capitalizing on understanding why people do what they do and fostering a motivated workforce means a better organizational culture around work performance. People will improve organizational culture, especially regarding productivity and competitive advantage (Campbell, 2019; Heryati, 2016; Schaufenbuel, 2015).

Similarly, studies revealed that emotional intelligence is imperative for an effective organizational culture. Emotional intelligence is important for those seeking to manage organizational change, execute strategy, or ensure fair organizational processes. Emotional intelligence enables organizational leaders to elevate the four basic functions of culture in organizations. They ensure that organizational culture is such that it provides a sense of identity to members and increases their commitment to the organization (Bardzil & Slaski, 2003; Bond & Donaldso-Feilder, 2004; Fisher & Ashkanasy, 2000; Smithey & Barry, 2004; Ugoani, 2015).

Moreover, public leadership is also associated with organizational culture. A leader must thoroughly understand organizational culture, its nature, and impact to communicate a new vision and ensure followers' commitment. Leaders play a significant role in shaping and maintenance of the culture of an organization. In the leadership process, the effect of culture becomes most perceptible. Leaders help shape and maintain the desired organizational culture, which may have a certain link to organizational effectiveness. Thus, it can be said that leadership and organizational culture are strongly intertwined and share a symbiotic relationship (Fombrun et al., 2000; Schein, 2010; Sharma & Sharma, 2010).

Relative to this, this study was anchored with the Leader-Member Exchange Theory of Dansereau, Graen, and Haga (1975), which can explain the link between leadership, emotional factors (such as motivation and emotional intelligence), and organizational culture. The leader–member exchange (LMX) theory is a relationship-based approach to leadership that focuses on the two-way (dyadic) relationship between leaders and followers (Graen & Uhl-Bien, 1995; Li et al., 2019). Further, the latest version of the leader–organization member exchange theory of leadership development explains how organizational members develop strong emotional attachments. These organizational members become collaborative, helpful to all team members, more deeply engaged in team activities, and contribute to team health and prosperity, shaping effective organizational culture (Graen & Canedo, 2016; Graen & Schiemann, 2013; Nier, 2013). Leaders form strong emotional and respect-based relationships with some organization members (Bauer & Erdogan, 2016; Rockstuhl, Dulebohn, Ang, & Shore, 2012).

In support, the new Leadership-Motivated Excellence Theory of Graen and Schiemann (2013) emphasizes that forming between leaders, members, and independent others will enhance

organizational communication and problem-solving, improving organizational culture. This study was also anchored on Fiedler (1964). The contingency theory emphasizes the importance of the leader's personality and the situation in which that leader operates. A contingent leader effectively applies their style of leadership to the right situation. Besides, this theory outlined two leadership styles: task-motivated and relationship-motivated. Task refers to task accomplishment, and relationship motivation refers to interpersonal relationships. Further, central to contingency theory is the concept of the situation, which is characterized by three factors: the leader-member relations, which deal with the general atmosphere of the group, and the feelings such as trust, loyalty, and confidence that the group has for its leader; task structure which is related to task clarity and the means to task accomplishment; and the position power which relates to the amount of reward-punishment authority the leader has over members of the group (Northouse, 2013).

Considering the above theories, propositions, and studies, this study explored the independent (exogenous) variables: work task motivation, emotional intelligence, and public leadership. In contrast, the dependent (endogenous) variable is the organizational culture. Figure 1 shows the conceptual framework and the variables of the study. The first exogenous variable is the work task motivation of teachers with the following indicators: intrinsic motivation, identified regulation, introjected regulation, external regulation, and motivation (Fernet, Gagné, & Austin, 2010). The first indicator is intrinsic motivation, which refers to being able to perform a task for its innate satisfaction instead of for some distinguishable result.

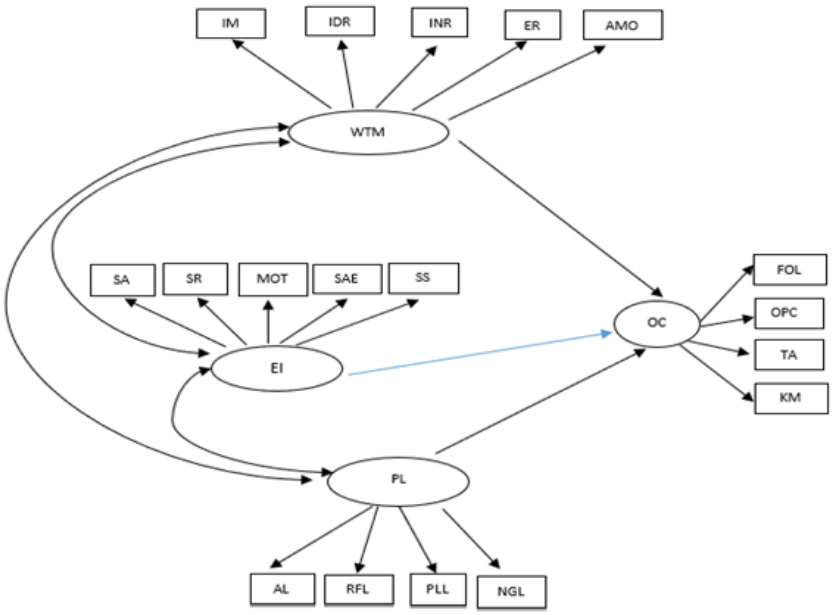

Figure 1. The Conceptual Framework Showing the Variables of the Study

Legend:

WTM - *Work Tasks Motivation*
IM - *Intrinsic Motivation*
IDR - *Identified Regulation*
INR - *Introjected Regulation*
ER - *External Regulation*
AMO – *A motivation*
EI – *Emotional Intelligence*
SA – *Self-Awareness*
SR – *Self-Regulation*
MOT – *Motivation*

SAE – *Social Awareness/Empathy*
SS – *Social Skills*
PL – *Public Leadership*
AL - *Accountability Leadership*
RFL - *Rule-Following Leadership*
PLL - *Political Loyalty Leadership*
NGL - *Network Governance Leadership*
OC – *Organizational Culture*
FOL - *Family Orientation/Loyalty*
OPC – *Open Communication*
TA – *Team Approach*
KM – *Knowledge of Manager*

The second indicator is identified regulation, characterized as conduct that people perform because it is consistent with their qualities and objectives. The third indicator is introjected motivation, which refers to the mode whereby an outer interest turns into an inside representation. The fourth indicator is external regulation, which happens when behaviors are directed to get a prize or to stay away from any constraints. The last indicator is motivation, which relates to a low level of self-determination, and it is seen as an absence of motivation or yearning in individuals who do not participate in behavior regardless of the number of external stimuli given.

The second exogenous variable is emotional intelligence, which has its indicators: self-awareness, self-regulation, motivation, social awareness/empathy, and social skills (Malhi, 2004). Self-awareness is the first indicator of emotional intelligence, which means deeply understanding one's emotions, strengths, weaknesses, needs, and drives. The second indicator is self-regulation, like an ongoing inner conversation, which is the component of emotional intelligence that frees us from being prisoners of our feelings. The third indicator is motivation, which refers to the drive to complete tasks and work effectively. The fourth indicator is social awareness/empathy, which is the most easily recognized since it refers to the ability to understand others. Lastly, social skills refer to friendliness with a purpose.

The third exogenous variable is public leadership, which has the following indicators: accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership (Tummers & Knies, 2016). The first indicator is accountability leadership, which refers to how leaders are accountable to several stakeholders. The second indicator is rule-following leadership, which refers to how leaders encourage their employees to act by governmental rules and regulations. The third indicator is political loyalty leadership, which refers to the ability of leaders to make people continue to show commitment to others. The last indicator is network governance leadership, which refers to leaders' ability to work with other stakeholders to tackle contemporary society's problems.

The endogenous variable of the study is the organizational culture. Its indicators are family orientation/loyalty, open communication, team approach, and knowledge of the manager (Sirikrai, 2006). The first indicator is family orientation/loyalty, including aspects such as the school trying to create a unique family atmosphere emphasizing strong loyalty and dedication. The second indicator is open communication, which includes school heads encouraging people to speak up when they disagree with a decision and giving teachers the freedom to express ideas. The third indicator is the team approach, which includes one-on-one teachers meeting with the school head to discuss performance and goals that encourage teachers to work as a team. The last indicator is the manager's knowledge, which includes aspects such as the school head often communicating the overall organizational goals of teachers and the teachers feeling that the school head has the knowledge and training to be a good leader.

In consideration of the preceding assumptions, the researcher has not come across a study that dealt with a structural equation model on organizational culture among schools using three exogenous variables, namely, teachers' work task motivation, teachers' emotional intelligence, and school heads' public leadership in the local setting. The researcher conducted the study in the above context to determine which variables affect school organizational culture. Although

there is existing literature on the association of work task motivation, emotional intelligence, and public leadership with organizational culture, those studies dealt only with bivariate relationships. They did not cover the four variables in a single study. Also, only a few of these studies were conducted in educational settings, especially on teachers and school heads. This study will deal with the three exogenous variables and one endogenous variable, making this study a contribution to new knowledge. Further, this study can raise concern for the intended beneficiaries of this study and possibly develop action plans to augment the schools' organizational culture using the independent variables of work task motivation, emotional intelligence, and public leadership among public elementary schools; thus, the need to conduct this study.

Consequently, the main thrust of this study was to determine the best-fit model of organizational culture as estimated by work task motivation, emotional intelligence, and public leadership among public elementary schools in Region XI, Philippines. Moreover, this study aimed to describe the level of work task motivation of teachers in terms of intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation; to ascertain the level of emotional intelligence of teachers in terms of self-awareness, self-regulation, motivation, social awareness/empathy, and social skills; to determine the level of public leadership of school heads in terms of accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership; to determine the level of organizational culture among schools in terms of family orientation/loyalty, open communication, team approach, and knowledge of manager; to determine the significance of the relationship between work task motivation of teachers and organizational culture, emotional intelligence of teachers and organizational culture, and public leadership of school heads and organizational culture; and lastly to determine the model that best fits the organizational culture among public elementary schools.

The null hypotheses were tested at a 0.05 significance level in consonance with the above objectives. It was hypothesized that there is no significant relationship between the work task motivation of teachers and organizational culture, the emotional intelligence of teachers and organizational culture, and the public leadership of school heads and organizational culture. Also, it was hypothesized that no model best fits the organizational culture among public elementary schools.

In line with this study's aims, prioritizing improving organizational culture is significant, especially in attaining educational outcomes. Improving students' academic performance is facilitated by creating healthy school cultures that offer students and teachers a secure, encouraging, welcoming, and challenging environment. Hence, developing a positive school culture can significantly impact the school's success. A positive school culture promotes increased effort and productivity, strengthens students' and teachers' connection with the school, and increases both teachers' and students' motivation and passion.

Further, this study's findings may benefit the Department of Education, school heads, teachers, students, and future researchers. The result of the study may give information to the Department of Education officials regarding work task motivation, emotional intelligence, public leadership, and organizational culture. This study may provide ideas for DepEd officials to develop and implement programs, including activities and seminars that improve teachers' motivation and emotional intelligence of teachers and public leadership of school heads. Through these, every school can establish a better school organizational culture. Consequently, the findings of this study may also help the teachers in such a way that they may be aware of their motivation for work tasks. The teachers may know how to improve their enthusiasm to perform a task, especially meeting a particular educational objective. In addition, increasing teachers' work task motivation will benefit the students in a way that will enable them to receive effective and better delivery of instruction. The findings of this study may also help the teachers in such a way that they may be aware of their emotional intelligence. The teachers may have an inkling of how to behave or act inside the school organization with much social awareness, self-regulation, motivation, empathy, and social skills, especially when dealing with their leaders, co-teachers, and students. Further, the result of the study may be beneficial to the school heads since they may acquire ample information and ideas about their public leadership, particularly on how they mobilize

their efforts to reform the school organization, in part by nurturing teachers' awareness beyond subjective interests to be more coherent with school's goals and vision. Likewise, this study would serve as a springboard for future researchers for further studies about the related variables and related studies.

2 METHODS

This section discusses the research respondents, materials and instruments, design, and procedure.

The study's respondents were the 400 teachers among public elementary schools in Region XI, Philippines, for the 2022-2023 school year. Stratified random sampling was used in this study. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In stratified random sampling or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment. Stratified random sampling is called proportional or quota random sampling (Hayes, 2023).

Moreover, the researchers considered the inclusion and exclusion criteria in selecting the study respondents. The teacher respondents were the regular teachers in public elementary schools in Region XI, whose plantilla numbers were in the Department of Education. These teachers were in the service for at least one year. Teachers were willing to submit themselves and were permitted by their school heads to undergo the survey to be conducted. Those teachers who voluntarily agreed with the informed consent were included in the survey; hence, teachers who confessed their denial were excluded from the study. This study excluded those teachers coming from private schools. Further, the researcher considered teachers who decided to withdraw or back out during the actual administration of the survey questionnaires.

The modified survey questionnaire used in this study consisted of four parts, anchored from an adapted questionnaire regarding work task motivation, emotional intelligence, public leadership, and organizational culture. These questionnaires were modified and subjected to validation by experts. The first draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations to improve its presentation with the corrections to be included and integrated. The final copies were submitted to a panel of experts for refinement. The final revision incorporated the corrections, comments, and suggestions the expert validators gave before gathering data. The consolidated expert results obtained an average weighted mean of 4.47, with a verbal description of very good. Further, before administering the research instrument, pilot testing was done on selected teachers who were not the study's respondents. The survey questionnaire for the pilot test was subjected to reliability testing to establish using the Internal Consistency Method. This was the most appropriate method since the test contains dichotomously scored items in which the examinee either passes or fails an item. The computed reliability of the instrument was 0.916 for the work task motivation questionnaire, 0.985 for the emotional intelligence questionnaire, 0.968 for the public leadership questionnaire, and 0.971 for the organizational culture questionnaire using Cronbach Alpha.

The questionnaire for work task motivation was adapted from Fernet et al. (2010) and modified to fit into the study. The work task motivation scale had the following indicators: intrinsic motivation, identified regulation, introjected regulation, external regulation, and motivation. In evaluating the work task motivation of teachers, the five orderable gradations with their respective range of means and descriptions were used, as shown in Table 1.

Table 1. Rating Scale for the Work Task Motivation of Teachers

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that the items related to the work task motivation of teachers are always manifested.

3.40 – 4.19	High	This means the items related to teachers' work task motivation often manifest.
2.60 – 3.39	Moderate	This means that the items related to the work task motivation of teachers are sometimes manifested.
1.80 – 2.59	Low	This means that the items related to the work task motivation of teachers are seldom manifested.
1.00 – 1.79	Very Low	This means that the items related to the work task motivation of teachers are not manifested at all.

Further, the teachers' emotional intelligence questionnaire was adapted from Malhi (2004). It was modified to fit into the study. The questionnaire for emotional intelligence had the following indicators: self-awareness, self-regulation, motivation, social awareness/empathy, and social skills. In evaluating the emotional intelligence of teachers, the five orderable gradations with their respective range of means and descriptions were used, as shown in Table 2.

Table 2. Rating Scale for the Emotional Intelligence of Teachers

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that the items related to teachers' emotional intelligence always manifest.
3.40 – 4.19	High	This means that the items related to teachers' emotional intelligence are often manifested.
2.60 – 3.39	Moderate	This means the items related to teachers' emotional intelligence are sometimes manifested.
1.80 – 2.59	Low	This means the items related to the teachers' emotional intelligence seldom manifest.
1.00 – 1.79	Very Low	This means the items related to teachers' emotional intelligence are not manifested.

Also, the questionnaire for public leadership of school heads was adapted from Tummers and Knies (2016). It was modified to fit into the study. The questionnaire for public leadership has the following indicators: accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership. In evaluating the public leadership of school heads, the five orderable gradations with their respective range of means and descriptions were used, as shown in Table 3.

Table 3. Rating Scale for the Public Leadership of School Heads

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that the items related to public leadership of school heads are always manifested.
3.40 – 4.19	High	This means that the items related to school heads' public leadership are often manifested.
2.60 – 3.39	Moderate	This means that the items related to public leadership of school heads are sometimes manifested.

1.80 – 2.59	Low	This means that the items related to public leadership of school heads are seldom manifested.
1.00 – 1.79	Very Low	This means that the items related to public leadership of school heads are not manifested at all.

Moreover, the questionnaire for the organizational culture was adapted from Sirikrai (2006). It was modified to fit into the study. The questionnaire for the organizational culture has the following indicators: family orientation/loyalty, open communication, team approach, and knowledge of the manager. In evaluating the organizational culture, the five orderable gradations with their respective range of means and descriptions were used, as shown in Table 4.

Table 4. Rating Scale for the Organizational Culture

Range of Means	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that the items related to organizational culture are always manifested.
3.40 – 4.19	High	This means that the items related to organizational culture are often manifested.
2.60 – 3.39	Moderate	This means that the items related to organizational culture are sometimes manifested.
1.80 – 2.59	Low	This means that the items related to organizational culture are seldom manifested.
1.00 – 1.79	Very Low	This means that the items related to organizational culture are not manifested at all.

Furthermore, the quantitative, non-experimental design of research using correlational technique was used in this study. The correlational technique is a non-experimental design where the researcher studies the correlation between variables in a normal setting without manipulation or control. In correlational studies, the researchers examine the strength of relationships among variables by examining how change in one variable is linked to change in the other. Generally, the correlational method has independent and dependent variables, but the effect of the independent variable is seen on the dependent variable without manipulating the independent variable (Creswell, 2002).

Likewise, this study used Structural Equation Modeling. According to Lomax and Li (2013), this method combines factor analysis with path analysis to test theoretical relations among latent variables. Here, models can range from simple to complex in nature in that any number of variables of any type can be involved (i.e., observed, latent, independent, and dependent variables). Incorporating factor analysis in structural equation modeling allows the researcher to use multiple measures of each latent variable instead of a single measure, thereby enabling better measurement conditions (i.e., reliability and validity) than a single measure.

Structural equation modeling (SEM) is a powerful, multivariate technique found increasingly in scientific investigations to test and evaluate multivariate causal relationships. Further, SEM includes the statistical method of path analysis. Path analysis, on the other hand, began in biometrics and aimed to find the causal relationship among variables by creating a path diagram

(Wright, 1921). The path analysis in earlier econometrics was presented with simultaneous equations (Haavelmo, 1943).

Likewise, path analysis was developed to quantify the relationships among multiple variables (Wright, 1921). It was the early name for SEM before there were latent variables and was very powerful in testing and developing the structural hypothesis with both indirect and direct causal effects. However, the two effects have recently been synonymized. Path analysis can explain the causal relationships among variables. A common function of path analysis is mediation, which assumes that a variable can influence an outcome directly and indirectly through another variable (Fan et al., 2016).

Moreover, path analysis provides a useful framework for specifying and assessing hypothesized causal relations among measured variables (Hancock & Schoonen, 2015). Stage, Carter, and Nora (2004) evaluated the use of path analyses in education research. They identified the aim of path analysis as to estimate the magnitude and significance of hypothesized causal connections among sets of variables displayed using path diagrams.

The correlational method was used to measure the relationship between the work task motivation of teachers and organizational culture, the emotional intelligence of teachers and organizational culture, and public leadership of school heads and organizational culture. SEM was used to determine the best-fit model of organizational culture as estimated by work task motivation, emotional intelligence, and public leadership among public elementary schools in Region XI, Philippines. Davao Region, designated as Region XI, is in the southeastern portion of the island of Mindanao. It is bounded on the north by the provinces of Surigao del Sur, Agusan del Sur, and Bukidnon, on the east by the Philippine Sea, and on the west by the Central Mindanao provinces. It comprises five provinces – Davao del Sur, Davao del Norte, Davao Oriental, Davao Occidental, and Compostela Valley. It also boasts six cities – Davao, Tagum, Island Garden City of Samal, Panabo, Mati, and Digos – that continue to showcase a vibrant investment climate because of their improving competitiveness.

In data collection, the researcher asked permission from the Regional Director of DepEd-Region XI and the different Schools Division Superintendents. Upon their approval, the researcher then asked permission from the District Supervisors of each chosen District and the School Heads concerned to allow the researcher to conduct the study on the 400 teachers. Upon approval, the researcher personally distributed and administered the research instruments to ensure 100 percent retrieval of the questionnaires.

While administering the survey questionnaire, the researcher ensured that the classes were interrupted. During the administration of the questionnaire, the possible questions and clarifications of the respondents were personally addressed to the researcher. After the respondents had completely answered the necessary data in the questionnaire, the researcher retrieved all the questionnaires administered to the respondents. Then, a certificate of appearance was secured from the School Head concerned to vouch that the researcher honestly collected the data from the research respondents of the study. After successfully retrieving the questionnaires, the data were collated and tabulated. Then, appropriate statistical tools were employed to derive the necessary data for interpretation and further analysis.

The following statistical tools were used in interpreting the data collated. Mean was used to describe the level of work task motivation, emotional intelligence, public leadership, and organizational culture in answer to sub-problems 1 to 4. Pearson r was used to determine the significance of the relationship between organizational culture and the independent variables (work task motivation, emotional intelligence, and public leadership) in answer to sub-problem 5. Structural Equation Modelling (SEM) was used to determine the best-fit model for the organizational culture among public elementary schools.

In the conduct of this study, especially before the data were gathered, ethical issues and considerations were dealt with. The researcher had undergone an evaluation conducted by the ethics review committee members. After several review processes, the UM Ethics Review Committee (UMERC) marked this study as passed and approved. In terms of voluntary

participation, the researcher ensured that the respondents' participation was completely voluntary and anonymous to protect their privacy, and information was given whenever the respondents did not understand before deciding whether to participate in the study.

To ensure privacy and confidentiality, the records of this study were confidential as far as permitted by law. Any identifiable information obtained with this study remained confidential except if necessary to protect the respondents' rights or welfare. The researcher resisted releasing information about their participation to people unconnected with the study. No identifiable information is used when the study results are published or discussed in a conference. Thus, this research adhered to the Data Privacy Act of 2012, which protects teachers from unauthorized processing of their private or identifiable information or guarantees that their responses cannot be traced back to their real sources to protect their identities.

Further, the respondents' names did not appear anywhere, and no one except the researcher knew about the respondents' specific answers. To protect the study participants' rights, all the information gathered from this study was kept private and confidential.

Also, informed consent was secured from all the respondents involved in the study. The researcher gave a detailed and comprehensive explanation to the respondents regarding the purpose of the study. The researcher ensured that the condition of the consent was a voluntary choice. The respondents had sufficient information and an adequate understanding of the proposed research and the implications of their participation in the study so that the administrators would utilize the results for whatever purpose this may serve them best. The most important thing considered was that the form must bear the respondent's signature, which implies that he/she participated in the study voluntarily. Moreover, the respondents' personal and private information required in the study was treated with the utmost care and kept strictly confidential per the RA 10173 or Data Privacy Act of 2012, ensuring that all personal data shared was safeguarded and protected.

In terms of recruitment, the researcher ensured the appropriateness of identified recruiting parties and reviewed the risks and measures to mitigate these risks (including physical, psychological, and socioeconomic). The possible discomforts that the respondents encountered during the survey were managed by the recruiting parties, especially the researcher. The school heads and teachers assisted the researcher in meeting the number of respondents in the study.

Regarding risks, benefits, and safety, this research did not involve high-risk situations that the population may experience in physical, psychological, or socioeconomic concerns. It protected and secured the rights of the individuals in the study. Likewise, with the result of this study, the researcher yielded a generalizable knowledge about the condition of school employees, especially the teachers. The results of this study can help the teachers and school heads since the findings will give them new information about their work and their selves. Further, in this research, the teacher respondents received tangible benefits such as a simple token from the researcher. Moreover, the safety of the respondents was ensured by using pseudonyms throughout the research to protect their identities. Also, the data gathered from the survey were kept confidential and utilized to verify the study's findings. Further, the researcher ensured health protocols amid the COVID-19 pandemic while seeking the organization's permission and approval and administering survey questionnaires. To ensure the health and safety of everyone involved in the study, the researcher explicitly declared adherence to the COVID-19 protocol from the IATF and local ordinances.

To avoid plagiarism, the researcher used turn-it-in software to ensure that there was no trace/evidence of misrepresentation of someone else's work as his own. The researcher ensured that the correct and accurate way of citing ideas from other writers and scholars was fully observed. To do this, this paper underwent grammar checking via Grammarly software. As this study was based on several existing studies, the researcher made sure he did not make any tales from his literature. Thus, all the information presented was carefully written and cited. All sources used in this study came from reliable journals and other scholarly works. This research complied with the citation rules set forth by APA 7th edition citation format; hence, there was no misrepresentation of work or alterations of any data gathered in the study. The data and information obtained were presented most accurately. Hence, there was no making up of data and results or purposefully

putting forward conclusions that were not accurate. No inconsistency with the existing literature among the information was included in the manuscript. Similarly, falsification was also considered, in which there was no trace of purposefully misrepresenting the work to fit a model or theoretical expectation. No evidence of over-claiming or exaggerations.

Additionally, since the researcher is a public school teacher from the intended research locale, there is a Conflict of Interest (COI). Thus, the researcher ensured clear elimination of the COI, such as not surveying his peers and colleagues. Further, there was no set of conditions in which a professional judgment concerning primary interest, such as the respondents' welfare or the validity of the research, tended to be influenced by a secondary interest, such as financial or academic gains or recognitions. The writings in this paper did not utilize any form of untruthfulness to harm the respondents' welfare. All the information written was checked and validated by the panel of experts. Moreover, deceit was also avoided, evidence that the benefit of misleading the respondents outweighs any potential harm to them.

In addition, the researcher ensured permission from the schools. The researcher expressed getting written permission from the organization where the research had been undertaken or the location where the data were collected. When getting written permission, the researcher talked to the school division superintendent and concerned school heads to give the permission sought and ensure that the activities were organized well in advance. Also, the survey questionnaires utilized in this study were clear and comprehensible; the researcher ensured that the respondents were fully aware of the benefits the school may get from the study through informed consent. Thus, the survey was conducted with the approval of the concerned school authorities and the respondents' permission.

Lastly, this study considered authorship qualifications in the study's conduct. The researcher, together with the help and guidance of the research adviser, substantially contributed to the conception and design, acquisition of data, or analysis and interpretation of data. The researcher and adviser collaboratively drafted and revised the article critically for important intellectual content. Both will contribute to the study, leading to the publication of the research.

3 RESULTS AND DISCUSSION

This chapter presents the data and analysis of findings based on the data collated from the research instruments used in the study to determine the model best fits the organizational culture among public elementary schools in Region XI, Philippines. Interpretations of results were engaged in the following subheadings: the level of work task motivation of teachers, the level of emotional intelligence of teachers, the level of public leadership of school heads, the level of organizational culture of schools, the significance of the relationship between work tasks motivation of teachers and organizational culture of schools; the significance on the relationship between emotional intelligence of teachers and organizational culture of schools, the significance on the relationship between public leadership of school heads and organizational culture of schools; and goodness of fit measures of the three structural equation models.

3.1 Level of Work Task Motivation of Teachers

The first objective of this study was to determine the level of work-task motivation of teachers. The level of work task motivation of teachers among public elementary schools is in terms of intrinsic motivation, identified regulation, introjected regulation, external regulation, and motivation.

Shown in Table 5 are the data on the level of work task motivation of teachers among public elementary schools. Teachers' work task motivation level gets a mean of 4.42 or very high, with a standard deviation of 0.503. This means that the work task motivation of teachers, as perceived by the teachers, was always manifested. From this result, among the five domains of work task motivation of teachers, the identified regulation has the highest mean score of 4.64 or very high. The second highest indicator is intrinsic motivation, with a mean score of 4.55 or very high. This is followed by motivation and introjected regulation, which gained mean scores of 4.43 and 4.28,

respectively, and can be described as very high. Lastly, external regulation gained a mean score of 4.19 or higher with a standard deviation of 0.936, which means that it is often manifested.

Table 5. Level of Work Task Motivation of Teachers

Indicators	SD	Mean	Descriptive Level
intrinsic motivation	0.585	4.55	very high
identified regulation	0.553	4.64	very high
introjected regulation	0.722	4.28	very high
external regulation	0.936	4.19	high
motivation	0.643	4.43	very high
Overall	**0.503**	**4.42**	**very high**

Teachers' very high level of work task motivation is due to the very high ratings of teachers on intrinsic motivation, identified regulation, introjected regulation, external regulation, and motivation. The data indicates that public elementary school teachers always felt motivated at work. When completing their responsibilities as teachers, they experience fulfillment and happiness. Teachers have a strong work ethic and enthusiasm. This aligns with the ideas of several authors who revealed that teachers should be motivated to teach effectively to accomplish their objective of giving quality learning and training to the learners (Bieg, Backes, & Mittag, 2011; Kim & Cho, 2014; Recepoğlu, 2013). The teachers are more committed and involved in their work if they are highly satisfied and motivated.

Furthermore, among the five indicators of work task motivation, the teacher respondents perceived that identified regulation dominated over the other four indicators: intrinsic motivation, introjected regulation, motivation, and external regulation. The very high degree of identified regulation suggests that teachers are constantly driven to complete their work because they view it as equally crucial to the student's academic success. This further indicates that they recognize the importance of teaching, particularly considering how it may enhance students' learning. This aligns with the statement of Ryan and Deci (2011), who stated that teachers become more motivated towards their work when they identify its value and accept it as their own.

Regarding intrinsic motivation, the very high-level rating of teachers indicates that they have high innate satisfaction towards their work as teachers. Teachers are intrinsically motivated to accomplish their jobs because they find it enjoyable and like doing it because they find each assignment engaging. This suggests that teachers engage in their work because doing so gives them inherent pleasure and satisfaction. This finding supported the avowal of various authors who stipulated that teachers who are intrinsically motivated may be observed to assume a task because of the feeling of accomplishment and self-actualization it offers or satisfaction per se (Fernet et al., 2010; Järvelä & Järvenoja, 2011; Ofoegbu, 2004).

However, there was a very high level of motivation among teachers, indicating that sometimes they did not perceive the point or significance of the task. Even though they used to understand why they were performing the role of a teacher, this happens in most cases. This is relevant to the statement of some authors who claimed that motivated teachers sometimes withdraw their effort in fulfilling their task because of loss of focus and views of incompetence (Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991; Vallerand & Blssonnette, 1992; Vallerand et al., 2015; Frederick & Ryan, 1995). Moreover, data showed a very high level of introjected regulation, suggesting that the teachers often feel guilty, unhappy, and dissatisfied for not carrying out and executing their role as classroom teachers. Hence, they find ways to ensure they perform their roles effectively to avoid guilt. This confirms the study of various authors who stipulated that teachers having high introjection results in performing their tasks out of internally compelling forces such as infamy and guilt(Soenens, Park, Vansteenkiste, & Mouratidis, 2012; Verstuyf, Patrick, Vansteenkiste, & Teixeira, 2012). Also, it affirms the contention of Nicholls (1984) and Ryan (1982), who asserted that teachers perform such actions with the feeling of pressure to

attain ego-enhancements or pride, which means that they do their job to enhance or maintain the feeling of worth or self-image.

Lastly, teachers also reported a high level of external regulation. This suggests they believed they acted as teachers since their jobs required it. Teachers complete their assignments because the school expects them to. It was discovered that rewards and remuneration frequently motivate teachers to carry out their responsibilities. This substantiates the ideas of several authors who pointed out that teachers with high external motivation regulation do school tasks because of external pressures (Kim & Cho, 2014; Ryan & Deci, 2011). This means that they are obliged to fulfill school policies and tasks. Further, it is in line with the statements of various authors stating that extrinsically motivated teachers may perform their tasks to gain rewards like salary (Demir, 2011; Ofoegbu, 2004).

3.2 Level of Emotional Intelligence of Teachers

The second objective was to determine teachers' emotional intelligence level, measured through a survey questionnaire with the following indicators: self-awareness, self-regulation, motivation, social awareness, and social skills.

Shown in Table 6 are the data on teachers' levels of emotional intelligence. Computations yielded a grand mean of 4.27, which is very high, with a standard deviation of 0.516, and this indicates that the emotional intelligence of teachers is always manifested. Data reveals that the domain of emotional intelligence of teachers that yielded the highest mean score is self-awareness with a mean rating of 4.47 or very high, followed by motivation as the second-highest indicator with a mean score of 4.30 or very high. Thirdly, self-regulation got a mean score of 4.30, or very high, which is followed by social awareness, which gained a mean score of 4.26, or very high. Lastly, the lowest indicator, albeit high, is the social skills, with a mean score of 3.97.

Teachers' high level of emotional intelligence is due to the high ratings given by the teacher respondents on domains of self-awareness, self-regulation, motivation, social awareness, and social skills. Among the five domains of emotional intelligence, self-awareness was the highest indicator. The very high level of teachers' self-awareness implies that they can understand and be aware of their emotions and thoughts by evaluating their strengths and weaknesses and seeking feedback from others. In addition, motivation, as the second highest domain, indicates that teachers work with firm determination, confidence, and motivation to improve their performance continually. Further, self-regulation, social awareness, and social skills also got a descriptive rating of high to very high, which means teachers can regulate their feelings by adjusting to situations and handling multiple demands and problems at work with much flexibility.

Table 6. Level of Emotional Intelligence of Teachers

Indicators	SD	Mean	Descriptive Level
self-awareness	0.518	4.47	very high
self-regulation	0.588	4.30	very high
motivation	0.582	4.37	very high
social awareness	0.604	4.26	very high
social skills	0.714	3.97	high
Overall	**0.516**	**4.27**	**very high**

In the context of social Teachers can listen to and sense others' feelings, needs, and expectations through interaction. They are also comfortable communicating, relating, and working with others. Hence, they possess high social skills, especially convincing and influencing others and creating a school atmosphere where everyone enthusiastically interacts and participates in the team.

The above findings confirmed the assertion of several authors which explained that on an individual level, having high emotional intelligence implies being aware of one's feelings and being able to

express them, as well as being able to sense and comprehend the emotions of others (Fernet, Lavigne, Vallerand, & Austin, 2014; Boyatzis & Sala, 2004; Day & Carroll, 2004; Higgs & Dulewicz, 2003; Morand et al., 2011). Teachers must be able to recognize their own and others' emotions because they interact with coworkers, parents, and students regularly.

Besides, a study asserted that having a profound understanding of one's emotions, strengths, weaknesses, desires, and motivations is a sign of strong emotional intelligence. Teachers with high emotional intelligence might have an internal dialogue to regulate their emotions and inspire themselves to go above and beyond. They are also sensitive educators who can empathize and are socially aware. They are socially friendly with a purpose and effectively influence and convince other people around them (Goleman, 2000).

3.3 Level of Public Leadership of School Heads

The third objective was to determine school heads' public leadership level, measured through a survey questionnaire with the following indicators: accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership. Shown in Table 7 are the data on the level of public leadership of school heads. Computations yielded a grand mean of 4.04 or higher with a standard deviation of 0.599, indicating that the public leadership of school heads is often manifested. Data shows that the indicator of the public leadership of school heads that yielded the highest mean score is accountability leadership, with a mean score of 4.32 or very high. Moreover, network governance leadership is the second-highest indicator, with a mean score of 4.09 or higher. This is followed by rule-following and political loyalty leadership, with mean ratings of 4.00 and 3.75 or higher, respectively.

School heads' high level of public leadership is due to teachers' high to very high-level ratings on accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership. Among the four domains of public leadership, accountability leadership was the highest indicator. The high rating level implies that teachers perceive their school heads performing accountability leadership practices, such as encouraging teachers to inform and explain the various school undertakings to stakeholders. Teachers are stimulated to share their organizational actions, behaviors, and decisions openly and honestly with stakeholders. This is in line with several statements.

Table 7. Level of Public Leadership of School Heads

Indicators	SD	Mean	Descriptive Level
accountability leadership	0.649	4.32	very high
rule-following leadership	0.856	4.00	high
political loyalty leadership	0.898	3.75	high
network governance leadership	0.863	4.09	high
Overall	**0.599**	**4.04**	**High**

Authors mentioned the role particularly relevant for public leaders, such as the public school heads, as being accountable to several stakeholders (Karsten, 2015; Tummers & Knies, 2016; Van Der Wal, De Graaf, & Lasthuizen, 2008). Public leaders are primarily held accountable by the relevant stakeholders, such as local, regional, and national politicians, parents, and non-governmental organizations.

Regarding the high level of network governance leadership, data implies that teachers perceive their school heads performing this type of leadership, such as encouraging teachers to invest their time in developing new networks. Teachers are stimulated to connect with other people or organizations outside the school. They will need to collaborate with different organizations, thus working together to sustain school improvement. This expanded the statement of several studies (Sørensen & Torfing, 2011; Tummers & Knies, 2016), which stated that public organizations like

schools need to maintain strong collaborative networks. Public leaders must stimulate employees to develop and actively engage in existing networks. Employees need to connect with stakeholders actively. They should maintain contacts and introduce their colleagues to their contacts.

Further, the high level of rule-following leadership indicates that the school heads were observed by teachers as public leaders who often emphasize the importance of adherence to the existing laws related to public school organizations. Teachers are guided by government policies, thus ensuring all teachers are accurately following school organizational rules and procedures. This is in congruence with the avowal of some authors (Bozeman & Bretschneider, 1994; DeHart-Davis, 2009; Lane, 2014; Tummers & Knies, 2016; Van Der Wal et al., 2008).

Lastly, the high level of political loyalty leadership implies that school heads encourage teachers to maintain positive relationships with politicians and implement political decisions, especially for programs that will benefit the school. This supported the contention of some studies (Lane, 2014; Tummers & Knies, 2016), which stated that public employees must continue to show commitment toward politicians. Public leaders such as school heads may encourage employees to implement political decisions properly.

3.4 Level of Organizational Culture of Schools

The fourth objective was to determine the level of organizational culture of schools with the following indicators: family orientation/loyalty, open communication, team approach, and manager knowledge. Shown in Table 8 are the data on the level of organizational culture of schools. Computations yielded a grand mean of 4.40, which is very high, with a standard deviation of 0.629, and this indicates that the organizational culture of schools is always manifested.

Table 8. Level of Organizational Culture of Schools

Indicators	SD	Mean	Descriptive Level
family orientation/loyalty	0.584	4.54	very high
open communication	0.776	4.34	very high
team approach	0.753	4.35	very high
knowledge of manager	0.741	4.38	very high
Overall	**0.629**	**4.40**	**very high**

From this result, the indicator of organizational culture of schools that yielded the highest mean score is family orientation/loyalty, with a mean score of 4.54 or very high. Further, knowledge of managers ranked as the second-highest indicator with a mean score of 4.38 or very high. This is followed by a team approach and open communication, which gained mean scores of 4.35 and 4.34, respectively.

Schools' high organizational culture is due to the teachers' ratings on family orientation/loyalty, open communication, team approach, and managers' knowledge. Among the four domains of organizational culture, family orientation/loyalty has the highest mean rating, which implies that school heads and teachers create a family atmosphere. They maintain strong loyalty, dedication, satisfaction, open communication, and interest in the welfare of others. Further, regarding knowledge of managers, data means that teachers see their school heads as having knowledge and training to be leaders who always communicate school goals. They also provide help and guidance to improve teachers' performance. Likewise, the very high level of team approach indicates that school heads encourage teachers to work as a team, as a group, to exchange ideas and opinions, and to discuss performance goals together. Lastly, the high level of open communication means that the school heads encourage teachers to express their ideas and questions freely. School heads value their ideas and inputs.

This study's finding supported the literature review of Tang, Kim, and O'Donald (2000), which discusses that leaders are committed to creating a family with employees who always listen to

their work-related and personal problems to establish a positive organizational culture. They stimulate a good communication network where everyone can raise questions and concerns. They also encourage and place responsibility on groups rather than individuals and emphasize a team goal. Further, leaders should be very knowledgeable concerning the operations of the whole organization and have more empathy and understanding of other functions.

3.5 Significance of the Relationship between Work Task Motivation of Teachers and the Organizational Culture of Schools

One important purpose of this study was to determine whether the work task motivation of teachers has a significant relationship with the organizational culture of schools. The results of the computations are shown in Table 9. As shown in the table, the overall r-value on the correlation between the level of work task motivation of teachers and the level of organizational culture of schools is 0.494 with $p < 0.05$, which means that the work task motivation of teachers is significantly associated with the organizational culture of schools. Hence, the null hypothesis is rejected. Further, when the domains of work task motivation of teachers, such as intrinsic motivation, identified regulation, introjected regulation, external regulation, and motivation, were correlated to the overall organizational culture of schools, the results of the computation yielded the r-values of 0.466, 0.427, 0.314, 0.257, and 0.414 with p-values of less than 0.05, respectively, can all be interpreted as significant. These factors are significantly related to the domains of organizational culture, such as family orientation/loyalty, open communication, team approach, and knowledge of the manager.

Table 9. Significance of the Relationship between Work Task Motivation of Teachers and the Organizational Culture of Schools

Work Task Motivation of Teachers	Organization Culture				
	family orientation/ loyalty	open communication	team approach	knowledge of manager	Overall
intrinsic motivation	0.497*	0.373*	0.391*	0.400*	**0.466***
identified regulation	0.456*	0.347*	0.383*	0.335*	**0.427***
introjected regulation	0.324*	0.246*	0.284*	0.265*	**0.314***
external regulation	0.232*	0.234*	0.238*	0.203*	**0.257***
motivation	0.425*	0.344*	0.348*	0.357*	**0.414***
Overall	**0.504***	**0.408***	**0.434***	**0.409***	**0.494***

*Significant at 0.05 significance level

Data indicates that teachers' overall motivation for work tasks is associated with the organizational culture of schools. This confirms the proposition of several authors who stated that employees' work motivation is important in improving the organization's work culture (Campbell, 2019; Heryati, 2016; Schaufenbuel, 2015). If employees are motivated at work, they are willing to exert high levels of effort toward organizational goals conditioned by the effort's ability to satisfy some individual needs. Capitalizing on understanding why people do what they do and fostering a motivated workforce means a better organizational culture around work performance. Motivated employees improve organizational culture, especially regarding the organization's productivity.

3.6 Significance of the Relationship Between Emotional Intelligence of Teachers and the Organizational Culture of Schools

Another purpose of this study was to determine whether teachers' emotional intelligence has a significant relationship with the organizational culture of schools. The results of the computations

are shown in Table 10. As shown in the table, the overall r-value on the correlation between the level of emotional intelligence of teachers and the level of organizational culture of schools is 0.481 with $p < 0.05$, which means that teachers' emotional intelligence is significantly associated with the organizational culture of schools. Hence, the null hypothesis is rejected.

Further, when the domains of emotional intelligence, such as self-awareness, self-regulation, motivation, social awareness, and social skills, were correlated to the overall organizational culture of schools, the results of the computation yielded the r-values of 0.464, 0.437, 0.416, 0.406, and 0.360 with the p-values of less than 0.05, respectively, which can be all interpreted as significant. These factors are significantly related to the domains of organizational culture, such as family orientation/loyalty, open communication, team approach, and knowledge of the manager. Data indicates that teachers' overall emotional intelligence is associated with schools' organizational culture. This affirms the proposition of several authors who mentioned that Emotional intelligence is imperative for attaining effective organizational culture (Bardzil & Slaski, 2003; Bond & Donaldso-Feilder, 2004; Fisher & Ashkanasy, 2000; Smithey & Barry, 2004; Ugoani, 2015). Emotional intelligence enables organizational leaders to elevate the four basic functions of culture in organizations. They ensure that organizational culture is such that it provides a sense of identity to members and increases their commitment to the organization.

Table 10. Significance of the Relationship Between Emotional Intelligence of Teachers and the Organizational Culture of Schools

Emotional Intelligence of Teachers	Organization Culture				
	family orientation/ loyalty	open communication	team approach	knowledge of manager	Overall
self-awareness	0.536*	0.350*	0.415*	0.364*	**0.464***
self-regulation	0.482*	0.345*	0.403*	0.333*	**0.437***
motivation	0.450*	0.295*	0.377*	0.366*	**0.416***
social awareness	0.439*	0.309*	0.390*	0.313*	**0.406***
social skills	0.330*	0.294*	0.358*	0.288*	**0.360***
Overall	**0.513***	**0.369***	**0.450***	**0.384***	**0.481***

*Significant at 0.05 significance level

Emotional intelligence is imperative for attaining effective organizational culture. Emotional intelligence enables organizational leaders to elevate the four basic functions of culture in organizations. They ensure that organizational culture is such that it provides a sense of identity to members and increases their commitment to the organization.

3.7 Significance of the Relationship Between Public Leadership of School Heads and the Organizational Culture of Schools

This present study also aimed to determine whether the public leadership of school heads has a significant relationship with the organizational culture of schools. The results of the computations are shown in Table 11. As shown in the table, the overall r-value on the correlation between the level of public leadership of school heads and the level of organizational culture of schools is 0.534 with $p < 0.05$, which means that the public leadership of school heads is significantly associated with the organizational culture of schools. Hence, the null hypothesis is rejected.

Table 11. Significance of the Relationship Between Public Leadership of School Heads and the Organizational Culture of Schools

Public Leadership of School Heads	Organization Culture				
	family orientation/ loyalty	open communication	team approach	knowledge of manager	Overall
accountability leadership	0.529*	0.612*	0.637*	0.596*	**0.678***
rule-following leadership	0.125*	0.138*	0.125*	0.140*	**0.150***
political loyalty leadership	0.195*	0.266*	0.261*	0.271*	**0.286***
network governance leadership	0.393*	0.460*	0.505*	0.483*	**0.527***
Overall	**0.402***	**0.481***	**0.497***	**0.487***	**0.534***

*Significant at 0.05 significance level

In addition, when the domains of public leadership of school heads, such as accountability leadership, rule-following leadership, political loyalty leadership, and network governance leadership, were correlated to the overall organizational culture of schools, results of the computation yielded the r-values of 0.0.678, 0.150, 0.286, and 0.527 with the p-values of less than 0.05, respectively, which can be all interpreted as significant. These factors are significantly related to the domains of organizational culture, such as family orientation/loyalty, open communication, team approach, and knowledge of the manager.

Data indicates that the overall public leadership of school heads is associated with the organizational culture of schools. This supports the proposition of some researchers (Fombrun et al., 2000; Schein, 2010; Sharma & Sharma, 2010), who revealed that public leadership is also associated with organizational culture. Leaders help shape and maintain the desired organizational culture, which may have a certain link to organizational effectiveness. Thus, it can be said that leadership and organizational culture are strongly intertwined and share a symbiotic relationship.

3.8 Goodness of Fit Measures of the Three Structural Equation Models

The structural equation model was applied to three hypothesized models to develop the best model for the organizational culture of schools. The values of model fitting are presented in Table 12.

Model 3 came out as the best-fit model, satisfying the criteria for the standard fit as a result of the causal model data fitting using Pearson r, which should be significant. Other criteria to be considered to have a good model fit are as follows: a value of 0.95 or greater for CFI, which is the comparative fit index (Byrne, 2001), RMSEA value of less than 0.05, which is the root means square of error approximation (Meyer, Becker, & Dick, 2006), NFI or normed fit index value of more than 0.95 (Hu & Bentler, 1999). Model 3 has satisfied all these criteria, showing that the NFI is 0.983 more than 0.95, the CFI is 0.998 greater than 0.95, and the RMSEA is 0.017 less than 0.05. The graph of the SEM is presented in Figure 1.

In terms of sample size, this study has more than the minimum acceptable size of 200 for SEM analysis (Boomsma, 1982). The total sample of 400 indicates that the sample size used in this study is adequate to yield an appropriate Model fit. Model 3 is a product of a seemingly more elaborated theory where there is a removal of weak influencing variables observed as not significantly linked to the other variables in other models.

Table 12. Goodness of Fit Measures of the Three Structural Equation Models

Model	CMIN/DF	P-Value	NFI	TLI	CFI	GFI	RMSEA	P-Close
	0<value<2	>.05	>.95	>.95	>.95	>.95	<.05	>.05
1	4.670	.000	.869	.873	.893	.864	.096	.000
2	2.421	.000	.952	.960	.971	.955	.060	.119
3	1.122	.297	.983	.997	.998	.984	.017	.986

Legend:

CMIN/DF - *Chi-Square/Degrees of Freedom*
NFI - *Normed Fit Index*
TLI - *Tucker-Lewis Index*
CFI - *Comparative Fit Index*
GFI - *Goodness of Fit Index*
RMSEA - *Root Mean Square of Error Approximation*
Pclose - *P of Close Fit*

Further, the model in Figure 1, showing the direct and indirect influence of the exogenous variables on the endogenous variable, is a product of various theories and concepts gathered from appropriate pieces of literature. Figure 2 shows the Model 3 in Standardized Solution. This portion provides an analysis of the interrelationships among the study variables and an assessment of model fit.

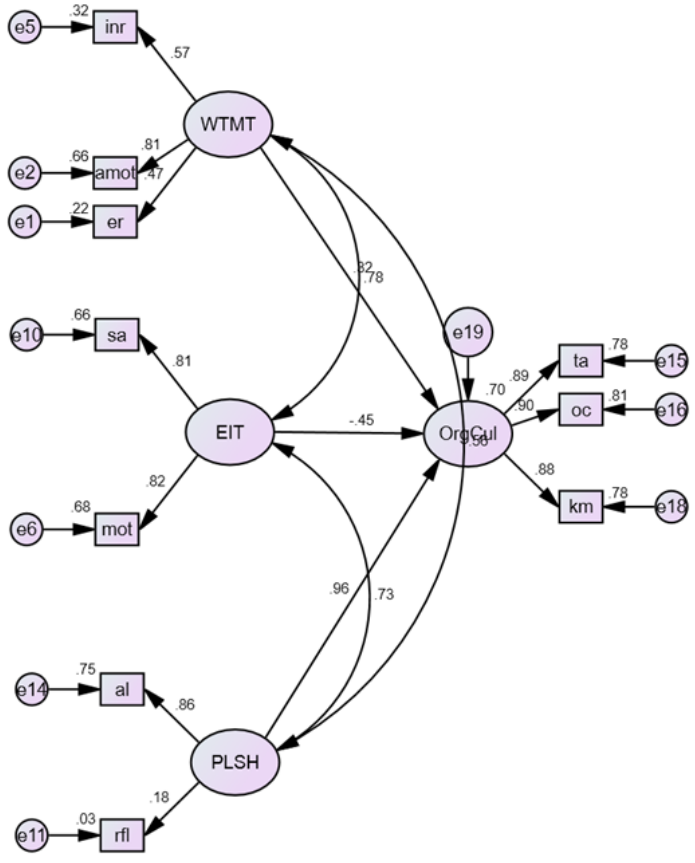

Figure 2. Structural Equation Model 3 in Standardized Solution

The culture of schools is 70%. Hence, it can be gleaned that 70% of the variance in the organizational culture of schools can be attributed to the combined influence of teachers' work task motivation, emotional intelligence, and public leadership. Data specifically reveals that the work task motivation of teachers (beta=0.78), emotional intelligence of teachers (beta=-.045), and public leadership of school heads (beta= 0.96) have a direct influence on the organizational culture of schools. This finding of the study further substantiates the proposition of various researchers who have presented the association of some factors to organizational culture, such as work task motivation (Campbell, 2019; Nguyen, 2017; Noordhoorn, 2010; Schaufenbuel, 2015), emotional intelligence (Bardzil & Slaski, 2003; Bond & Donaldso-Feilder, 2004; Fisher & Ashkanasy, 2000; Smithey & Barry, 2004; Ugoani, 2015) and public leadership (Fombrun et al., 2000; Schein, 2010; Sharma & Sharma, 2010).

4 CONCLUSION

Based on the findings of the study, conclusions were drawn as follows:

The descriptive level of the exogenous variables, teachers' work task motivation, teachers' emotional intelligence of teachers, and public leadership of school heads are high to very high, which signifies that these variables are evident and practiced often or most of the time. Meanwhile, the endogenous variable - organizational culture of schools, with a very high descriptive level, signifies that the organizational culture of schools is always manifested.

The significant relationships between the work task motivation of teachers and the organizational culture of schools, between the emotional intelligence of teachers and the organizational culture of schools, and between public leadership of school heads and the organizational culture of schools imply that any increase in work task motivation of teachers, emotional intelligence of teachers, and public leadership of school heads, results in a corresponding increase in the organizational culture of schools. The structural model indicates the best-fit model for the organizational culture of schools, as proven by the summary of the goodness of fit satisfying all the indices for a structural equation model. The significant direct effect of work task motivation of teachers, emotional intelligence of teachers, and public leadership of school heads on the organizational culture of schools implies that the organizational culture of schools is influenced by teachers' motivation and emotional intelligence accompanied by school heads' effective public leadership.

5 RECOMMENDATIONS

Based on the preceding findings and conclusion, the following recommendations are suggested.

It was revealed that the following indicators got the lowest means: external regulation for work task motivation, social skills for emotional intelligence, political loyalty leadership for public leadership, and open communication for organizational culture. Hence, the Department of Education may consider alleviating the standardization law to primarily upgrade the salary scheme for public school teachers, hoping to yield positive results in their work task motivation. Rewards and incentive schemes may also be improved.

On the other hand, school administrators must include discussions and training teachers to improve their social skills in their regular School Learning Action Cell sessions, especially when dealing with a teachers' team, students, parents, and other stakeholders. This is also in connection with the findings that teachers must improve open communication behaviors at school. School administrators may establish communication systems where everyone can openly socialize and discuss their ideas and concerns relative to their teaching and professional work concerns. This can be done through an open line of face-to-face communication or established online communication platforms. On the other hand, though political loyalty leadership for public leadership seems to be the lowest indicator of public leadership, this is indicative that school leaders play a fair-share connection with politicians in the community. They still manage to keep a balance between political influence and the school's interest. However, school leaders may consider collaboratively improving their networks with the local government units to generate projects for school improvement.

Further, it was found that the work task motivation of teachers, the emotional intelligence of teachers, and the public leadership of school heads have a significant relationship with the organizational culture of schools. Therefore, school administrators who are actively engaged in school planning and teacher development initiatives may consider these results in providing administrative, professional, and organizational support to teachers to improve their work motivation and emotions at work along with their strong public leadership at hand to improve the overall schools' organizational culture. Since the best fitting model for the organizational culture of schools was best anchored on the work task motivation of teachers, emotional intelligence of teachers, and public leadership of school heads, it is recommended that the Department of Education continue to enhance these aspects through continuous teacher professional development and leadership training programs. Though previous trainings have been conducted, the Department of Education must retool teachers and school leaders on these aspects.

A similar study may be conducted using a mixed-methods approach involving qualitative data collection to explore further the variables of work task motivation of teachers, emotional intelligence of teachers, public leadership of school heads, and organizational culture of schools.

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