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The Mediating Effect of Work Values on the Relationship Between Leadership Skills and Team Effectiveness

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ABSTRACT

The purpose of this study was to determine the mediating effect work values on the relationship between leadership skills and team effectiveness.Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 315 respondents of the study who are teachers among public secondary schools mati South District, Mati City Division. The researcher utilized total population sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using Sobel z-text. From the results of the study, it was found that there is a very high level of leadership skills and high-level team effectiveness. Moreover, there is a very high level of work values. Also, results revealed that there is a significant relationship between leadership skills and team effectiveness; leadership skills and work values; and work values and team effectiveness. Further, work values has a partial mediating effect on the relationship between teacher's leadership skills and team effectiveness of public school teachers.

 Keywords: *education, leadership skills, team effectiveness, work values, teachers, mediation, Philippines SDG Indicator: #4, Quality Education*

INTRODUCTION

The effectiveness of teacher teams is essential for fostering a positive learning environment and achieving high-quality educational outcomes. However, several issues can impede the success of collaborative efforts among educators. One significant barrier is the lack of clear goals and objectives, which can result in disjointed efforts and reduced productivity (Yoo, Joo, & Noh,2022). Inadequate communication within the team can further exacerbate this issue, leading to misunderstandings and inefficiencies (Purvanova, & Kenda, 2022). Additionally, an unbalanced workload can create feelings of resentment and burnout, as some teachers may be overburdened while others contribute less (Johnson, 2009). The diversity in teaching styles and approaches among team members can also lead to friction, particularly when there is insufficient respect or alignment in pedagogical methods (Leicht-Deobald, Lam, Bruch, Kunze, & Wu, 2022). Furthermore, a lack of trust within the team undermines collaboration and open communication, which are critical to team effectiveness.

Teamwork is one of the most noticeable and essential work configurations of the 21st century. Teamwork is considered one of the most effective work forms. The importance of effective teacher teams cannot be overstated, as collaborative efforts among educators are integral to improving student achievement and fostering a positive school culture. Teacher collaboration enhances the sharing of best practices, innovative teaching strategies, and effective classroom management techniques, which can directly influence student learning outcomes (Hargreaves, 2007). When teachers work together, they can provide a more cohesive and consistent learning experience for students, as collaborative teams can align their instructional methods and expectations, leading to a more unified approach to teaching (Vangrieken et al., 2015).

The link between leadership skills and work values is significant, as leadership styles directly influence the development and alignment of work values within an organization. Leadership plays a central role in shaping the culture and ethical climate of a workplace, which, in turn, influences employees' work values, such as integrity, commitment, collaboration, and innovation. Leaders who demonstrate strong ethical values and a commitment to fairness inspire similar values in their team members (Bass, 1990). By setting clear expectations and modeling desired behaviors, leaders cultivate a work environment where these values are prioritized and internalized by employees (Northouse, 2018).

Leadership skills play a crucial role in shaping the work values of teachers, influencing their job satisfaction, motivation, and effectiveness in the classroom. According to **Leithwood and Jantzi (2006)**, leadership in educational settings is key to fostering a positive school culture and aligning teachers' values with organizational goals. School leaders, through their leadership practices, can significantly impact the work values of teachers by emphasizing values such as collaboration, professional development, and a commitment to student success. **Harris (2004)** emphasizes that transformational leadership, which focuses on inspiring and motivating teachers, is particularly effective in aligning teachers' values with the broader mission of the school. This type of leadership encourages teachers to value continuous improvement, innovation in teaching practices, and a commitment to lifelong learning.

Another study conducted by Hargreaves and Fullan (2012) argue that when teachers hold shared work values—such as a strong commitment to student learning and ethical conduct—they are more likely to align their efforts and collaborate productively. Leadership skills that promote these values, such as encouraging open communication and professional development, enhance teachers' collective efficacy and the quality of teamwork. When teachers share common work values, they are better able to navigate conflicts, engage in constructive discussions, and collaborate on problem-solving, all of which are essential for team effectiveness in the classroom.

Team effectiveness is rooted in its far-reaching implications for organizational and educational success. As teams become central to achieving goals in increasingly complex and interconnected environments, understanding the key factors that influence team performance is essential. Research in this area not only helps to mitigate the risks of dysfunctional teams but also supports the creation of high-performing teams that drive positive outcomes. The rapidly changing nature of work, increasing diversity, and the growing need for collaboration in globalized settings make this area of study particularly urgent for both academic and practical applications.

In summary, the research gaps in team effectiveness, particularly in educational settings, provide significant opportunities for exploration. Key areas needing further investigation include the influence of leadership styles in different educational contexts, the impact of work values in cross-disciplinary and virtual teams, the role of emotional intelligence, the cultural and contextual factors influencing team dynamics, and the relationship between teacher well-being and team effectiveness. Addressing these gaps would contribute to a more nuanced understanding of how to enhance the performance and collaboration of teams, particularly in the complex and diverse environment of education.

The first objective of the study to determine the level leadership skills in terms of which focuses on administrative skill; interpersonal skill; and conceptual skill. The second objective is to determine the level of team effectiveness in terms of on purpose and goals; roles; team processes; team relationships; intergroup relations, problem solving, passion and commitment and, skills and learning. The third objective is to ascertain the level of work values which focuses on power achievement; benevolence universalism; conformity tradition; self-direction stimulation; hedonism; and security.

To indicate the significance of the influence of leadership skills and team effectiveness; leadership skills and work values; and work values and team effectiveness. Lastly, to determine the mediating effect of on work values on the relationship between leadership skills and team effectiveness.

In addition, at the significance level of 0.05, the following null hypotheses were investigated. There was no significant link between leadership skills and team effectiveness; leadership skills and work values; and work values and team effectiveness. And work values do not significantly mediate the relationship between leadership skills and team effectiveness.

Hackman (2002) Leadership and Team Guidance is a critical anchor in the Anchored Theory of Team Effectiveness. The leader's role in guiding the team, setting expectations, and creating an environment where teachers feel supported and valued cannot be overstated. Moreover, leadership that fosters trust, empowers team members, and supports professional development is crucial for team success. In the context of teaching teams, leaders must guide the team through challenges, provide resources, and promote a culture of collaboration.

The Anchored Theory of Team Effectiveness is reinforced by several theoretical frameworks that highlight the interplay of variables such as leadership, communication, trust, individual motivation, and team dynamics. Bass & Avolio, (1994) The Transformational Leadership Theory posits that leaders who inspire and motivate their followers to transcend self-interest for the collective good lead to higher levels of team performance. In the context of teaching teams, **transformational leaders** (such as school principals or lead teachers) encourage collaboration, foster innovation, and provide professional development opportunities.

Supported by Blau (1964) The Social Exchange Theory suggests that individuals form relationships and engage in behaviors based on the expectation of mutual benefits. In team settings, this theory emphasizes the importance of reciprocity, trust, and cooperation. When teaching teams are built on trust and respect, members are more likely to share knowledge, offer support, and collaborate effectively.

Figure 1 presents the conceptual framework showing the variables of the study. The independent variable of this research focuses on the leadership skills which is depicted by the indicators namely: administrative skill; interpersonal skill; and conceptual skill. The dependent variable of the study is of team effectiveness which is measured in terms of purpose and goals; roles; team processes; team relationships; intergroup relations, problem solving, passion and commitment and, skills and learning. The mediating variable is work values. This refers to displaying the attributes and characteristics of becoming a more genuine leader, and its

Independent   Variable   **Dependent Variable**

Work Values

Path A   Path B

Leadership Skills   Path C   **Team Effectiveness**

.   .

Moderating Variable
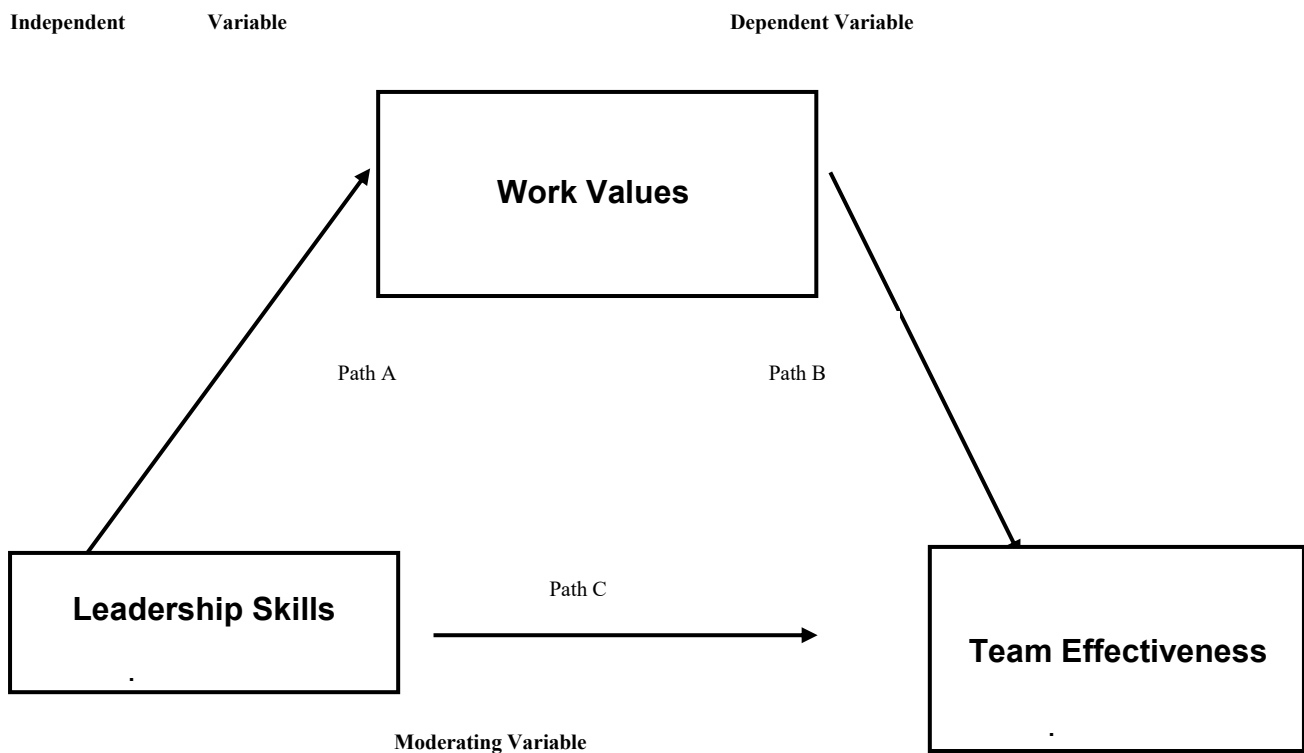
followers will react positively and support the organization. George defines five dimensions, each associated with an observable characteristic: intention and passion, beliefs and behaviour, relationships and connectedness, self-discipline and integrity, and heart and compassion (Penn State, 2017). A mediating variable is one that lies between causal factors and an end result. It further aims to estimate the way a variable affects the impact of X on Y.A mediator is supposed to be responsible for the result and not vice versa. One justification for mediation research is to try to understand the process by which the initial variable influences the outcome (Baron & Kenny, 1986).

The global and social relevance of studying team effectiveness in teaching teams is undeniable. Effective teaching teams have the power to transform education, promote social justice, enhance teacher well-being, and respond to global challenges. At the global level, teaching teams that collaborate effectively contribute to better educational outcomes, increased equity, and greater resilience in the face of change. On a social level, these teams play a crucial role in promoting social cohesion, cultural understanding, and equitable access to education. Ultimately, effective teams in education are fundamental to shaping a more just, innovative, and prosperous society.

METHOD

This section discusses the research method and procedure utilized by the researcher. It encompasses research respondents, materials, and instruments, as well as the design and procedure.

Research Respondents

The respondents of the study were tha selected public elementary schools of Mati City Division was chosen as the research setting as part of the research subjects. The teacher-respondents is permanent in status, teaching any subject area. The study employs the quantitative non – experimental design method of research using correlation technique. The plan and structure of this research was to provide a credible answer to a research question. Its purpose is to described obtainable characteristics such as achievement, attitudes, behavior, and relationships. The non – experimental quantitative method is appropriate for the present investigation for it deals with the mediating effect of work values on the relationship between leadership skills and team effectiveness and its relationship. Variables are not manipulated; they are only identified and are studied as they occur in a natural setting (Educational Research, 2011).

The study utilized several standardized survey questionnaires from various sources which underwent modification to fit in the respective setting. Moreover, four varied questionnaires were used to come up with one emphatic questionnaire. Its draft was first shown to the research adviser for wisdom. It was advised to proceed with the validation process, obtaining an average mean of 4.30 from 5 known expert validators who looked intently at the questionnaire's validity. Since Cronbach's Alpha spanned from 0 to 1, it was used for reliability testing to evaluate the internal consistency of the measures. The closer the alpha coefficient is to 1, the more internally consistent the items it evaluates. (Zaiontz, 2022).

Design and Procedure

The multidimensional team effectiveness developed by (London Leadership Academy, National Health Service, 2012) was used to measure team effectiveness. The 20-item scale was designed to measure purpose and goals; roles; team processes; team relationships; intergroup relations, problem solving, passion and commitment and, skills and learning.

This instrument was presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. The questionnaire use in the study is validated by the experts.

A five-point Likert-scale ranging from 1 = strongly dissatisfied to 5 = strongly satisfied were used by respondents to indicate the extent to which they were satisfied with each statement. The scale will be categorized as follows:

19

The scale for work values as indicated by (Borg & Lingoes, 1987) was taken into consideration in the choice or selection of indicators used in the study. is work values focuses on power achievement; benevolence universalism; conformity tradition; self-direction stimulation; hedonism; and security

Design and Procedure

This falls under a descriptive-correlational study design as it attempts to establish a relationship between two or more variables using a statistical approach, as explained by Sousa, Amélia, and Mendes (2007). Descriptive research is supposed to get data on the status of the phenomenon in a study (Alnaim, 2015). As a fact-finding approach, it helps the researcher evaluate the characteristics, behaviors, and experiences expressed by the participants in the study (Calmorin, 2007). On the other hand, a correlational design establishes the various relationships in terms of directions and strength between variables (Creswell, 2003). This study adopts the design to determine the extent of work values, leadership skills and team effectiveness among teachers.

The study followed a systematic procedure. First, the researcher prepared a request letter and had it approved by the Dean of Professional Schools. Then, the approved letter was submitted to the School Division Superintendent of the Department of Education Mati City requesting permission to conduct the study in their division. Then, another copy of the approved letter was given to the concerned School Heads of the respondents as a point of contact for the researcher to conduct the extensive data gathering activity.

The courtesy call to the school heads of the targeted public schools preceded the administration of the survey questionnaire to public school teachers in the Mati South District, Mati City Division. Through the courtesy call, the plans for the face-to-face survey with the concerned respondents were discussed. Additionally, prior to the definite data collection, the researcher ensured a Certificate of Compliance from UMERC, with UMERC 2024-, as a guarantee that the conduct of the research adheres to the acceptable standard of ethics. The questionnaires retrieved from the respondents were checked for completeness and then encoded in an Excel template. The responses were tallied and validated and later examined and understood in light of the objectives of the study. Findings were then interpreted to arrive at conclusions and recommendations.

Materials/ Instruments

19

To measure the three constructs of the study, three instruments were adopted, which are the following: first, the level of leadership skills, team effectiveness and work values,

Design and Procedures

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RESULTS AND DISCUSSION

Presented in this chapter are the data gathered from the respondents of the study. The data obtain on work values on the relationship between leadership skills and team effectiveness are interpreted based on the findings. The information collected and the topics' discussion are arranged in the following sequence: level of leadership skills; level of team effectiveness.; level of work values; significance on the relationship between: leadership skills and work values; work values and team effectiveness; and leadership skills and team effectiveness.

Leadership Skills

Shown in Table 1 are the mean scores for the indicators of leadership skills in the Mati City. The overall mean of the level of leadership skills is 4.23 being described as Very High descriptive level with a standard deviation of 0.28. The indicator of leadership skills which is administrative skill obtained a highest mean of 4.26 which yielded a Very High descriptive level. and the least obtained mean is *Conceptual Skills* with an obtained mean of 4.15 and a standard deviation of 0.46.

Result showed a very high level of leadership skills of school heads. This indicates possess strong leadership abilities, which likely contribute to the creation of an effective and supportive learning environment. The high level of leadership skills observed suggests that school leaders are proficient in guiding and motivating their staff, fostering a positive school culture, and making decisions that enhance the overall educational experience. This strong leadership may also play a crucial role in improving teacher efficacy, promoting school effectiveness, and

Table 1

Level of Leadership Skills

Items	SD	Mean	Descriptive Level
Administrative skill	0.48	4.26	Very High
Interpersonal Skill	0.49	4.23	Very High
Conceptual Skill	0.46	4.15	High
Overall	**0.28**	**4.21**	**Very High**

supporting the development of students' social competence and self-worth. These findings highlight the importance of effective leadership in shaping both teacher performance and student outcomes within the educational setting.

The very high level of public leadership behavior is allied to the viewpoint of Manalo et al., (2020) strengthened the findings which stated that vision empowers the administrator to anticipate and perceive the workforce as reasonable and commendable people, and to have faith later on state for every person, trying to help everyone in achieving that state. Basically, vision empowers personnel share an institutional goal in which they anticipate with incredible desire.

Team Effectiveness

Shown in Table 2 are the mean scores for the indicators of team effectiveness. The overall mean of the level of team effectiveness is 4.17 being described as high descriptive level with a standard deviation of 0.77. The indicator of team effectiveness which is administrative skill

Table 2

Level of team Effectiveness

Items	SD	Mean	Descriptive Level
Purpose and goals	0.61	4.07	High
Roles	0.66	4.09	High
Team processes	0.85	3.92	High
Team relationships	0.78	3.82	High
Intergroup relations	0.74	4.09	High
Problem Solving	0.68	4.20	Very High
Passion and Commitment	0.72	3.72	High
Skills and learning		4.17	High

	0.77		
Overall	**0.53**	**4.02**	**High**

obtained a highest mean of 4.26 which yielded a Very High descriptive level. Conceptual Skill has the lowest mean of 4.15 which achieved a High descriptive level. Result showed a very high teamwork and school leadership have a symbolic relationship. Schools, as organizations, require leaders to motivate, direct and drive teachers as well as administrative personnel in order to move the schools forward. Strong team leadership that motivates, develop and guide teachers' administrative personnel can result in lower costs for the organization.

Work Values

Shown in Table 3 are the mean scores for the indicators of Work Values in the Mati City. The overall mean of the level of work values is 4.49 being described as Very High descriptive level with a standard deviation of 0.44. The indicator of having stimulating work activities even

if unexpected organizational changes are involved which is administrative skill obtained a highest mean of 4.68 which yielded a Very High descriptive level. Having available when colleagues require his/her help has the lowest mean of 3.62 which achieved a High descriptive level.

According to Day and Gu (2020), strong leadership in schools positively

Table 3

Level of Work Values

Items	SD	Mean	Descriptive Level
Assuming a leadership position and have decision-making authority	0.43	4.00	High
Telling others what to do	0.56	4.11	High
Getting t ahead in the working world and succeed more than others.	0.65	4.62	Very High
Having ambition and be career oriented	0.56	4.26	Very High
Organizing others' work.	0.40	4.04	High
Having successful at work	0.64	4.43	Very High
Having attentive to colleagues' needs and emotional states.	0.65	4.60	Very High
Dedicating attention to and listen to colleagues he/she does not esteem very much.	0.56	4.25	Very High
Respecting colleagues' work and make an effort to understand their point of view even if he/she does not share it.	0.69	4.09	Very High
Having available when colleagues require his/her help.	0.64	3.93	High
Opening to forgiving a colleague who behaved incorrectly towards him/her.	0.66	4.24	Very High
Having are loyal to colleagues.	**0.31**	**4.23**	**Very High**
Using related examples to explain concepts	0.78	4.54	Very High

Respecting customs, rather than express his/her ideas.	0.60	4.26	Very High
does things in a traditional manner and use the customs learned.	0.50	4.50	Very High
avoid ing expressing one's ideas if his/ her head or colleagues might criticize them.	0.51	4.50	Very High
Requesting, even if they go against his/her principals.	0.50	4.50	Very High
Having contradict his/her head or older colleagues	0.50	4.50	Very High
Having traditions and without adhering to continuous changes	0.50	4.50	Very High
Having stimulating work activities even if unexpected organizational changes are involved	0.48	4.68	Very High
Interesting in his/her work, curious and attempt to more deeply understand every situation	0.48	4.66	Very High
Knowing how to manage repetitive changes at work.	0.47	4.68	Very High
Working and acquire new competences.	0.48	4.54	Very High
Proposing new ideas and express one's creativity within the workplace.	0.50	4.46	Very High
Seeking out challenging objectives at work	0.97	4.44	Very High
Overall	0.49	4.44	Very High

impacts the teaching and learning environment, fostering conditions that lead to improved educational outcomes. Leithwood and Sun (2020) emphasize the significant role of school leadership in driving school effectiveness, suggesting that school heads who demonstrate high leadership skills can create an environment where both teachers and students thrive.

Correlation between Leadership Skills and Team Effectiveness

Presented in Table 4.1 is the correlation between measures of leadership skills and team effectiveness. It can be seen from the table that the correlation gained an overall r-value of 0.343 with p-value of 0.001 which is lower than the 0.05 level of significance. This indicates that there is significant relationship between leadership skills and team effectiveness.

This indicates that there is a significant relationship between leadership skills and team effectiveness. Strong leadership skills are crucial in fostering a collaborative environment, enhancing communication, and aligning team members toward common goals. This claim is in line with various authors (Yukl (2020) and Zaccaro et al. (2021) have emphasized that effective leadership positively impacts team performance by guiding and motivating team members, improving coordination, and building trust. Furthermore, Bass (2020) highlights that transformational leadership, which includes inspiring

Table 4.1

Significance of the Relationship between the Leadership Skills and Team Effectiveness

Leadership Skills	**Team Effectiveness**

	Purpose and goals	Roles	Team processes	Team relationships	Intergroup relations	Problem Solving	Passion and Commitment	Overall
Administrative skill	-.309*	-.287*	-.302*	-.322*	-.322*	-.446*	-.283*	-.347*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Interpersonal Skill	.186*	.241*	.291*	.315*	.257*	.277*	.310*	.283*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Conceptual Skill	.157*	.193*	.215*	.234*	.183*	.234*	.201*	.213*
	(0.000)	(0.001)	(0.000)	(0.000)	(0.001)	(0.000)	(0.000)	(0.000)
Overall	.286*	.254*	.321*	.328*	.229*	.277*	.310*	.343*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level.

and empowering team members, directly contributes to higher team effectiveness by promoting innovation, cohesion, and a sense of shared purpose. These findings suggest that investing in leadership development can enhance team performance and overall organizational success.

Correlation between Leadership Skills and Work Values

Presented in Table 4.2 is the correlation between measures of leadership skills and work values. It can be gleaned from the table that when leadership skills is correlated with the measures of work values, the overall r-value results to 0.625 with a p-value of 0.001 which is less than the 0.05 level of significance. This signifies that leadership skills have a significant relation with work values.

Table 4.2

Significance of the Relationship between the Leadership Skills and Work Values

Leadership Skills	Work Values Overall
Administrative skill	.814*
	(0.000)
Interpersonal Skill	.720*
	(0.000)
Conceptual Skill	.715*
	(0.000)
Overall	.625*
	(0.000)

*Significant at 0.05 significance level.

Correlation between Work Values and Team Effectiveness

Presented in Table 4.1 is the correlation between measures of work values and team effectiveness. It can be seen from the table that the correlation gained an overall r-value of 0.581 with p-value of 0.001 which is lower than the 0.05 level of significance. This indicates that there is significant relationship between work values and team effectiveness. Therefore, the null hypothesis of no significant relationship between work values and team effectiveness is rejected.

The results indicate a significant relationship between work values and team effectiveness. Consequently, we reject the null hypothesis, which posited that no significant relationship exists between the two variables. This finding suggests that work values play an important role in enhancing team effectiveness.

Table 4.2

Significance of the Relationship between Work Values and Team Effectiveness

Work Values	Team Effectiveness								
	Purpose and goals	Roles	Team processes	Team relationships	Intergroup relations	Problem Solving	Passion and Commitment	Skills and learning	Overall
Overall	.599* (0.000)	.508* (0.000)	.489* (0.000)	.508* (0.000)	.532* (0.000)	.667* (0.000)	.530* (0.000)	.410* (0.000)	.581* (0.000)

*Significant at 0.05 significance level.

which states authors like Northouse (2021) and Bass & Avolio (2020) have highlighted the importance of leadership in shaping organizational values and behaviors. In particular, transformational leadership has been linked to fostering alignment with organizational values, leading to higher employee engagement and improved workplace culture.

Moreover, Schwab (2020) suggests that leadership qualities strongly influence work values, which can lead to enhanced employee motivation and job satisfaction. These findings support the idea that effective leadership is instrumental in creating a value-driven environment that benefits both employees and the organization as a whole.

Mediation Analysis of the Variables

Data was analyzed with linear regression method as input to the medgraph. Mediation analysis developed by Baron and Kenny (1986) is the mediating effect of a third variable in the relationship between two variables. There are three steps to be met for a third variable to be acting as a mediator. In Table 5, these are categorized as Steps 1 to 3. In step 1, leadership skills as the independent variable (IV) significantly predicts team effectiveness, which is the dependent variable (DV) of the study. In step 2, leadership skills significantly predict work values, the mediator (M).

Table 7

Mediating Effect : Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
LS ⟶ WV	-.115	-.161	.041	-2.822	.005
WV ⟶ TE	.415	.599	.033	12.684	***
LS ⟶ TE	.056	.114	.023	2.415	.016

In step 3, work values significantly predict team effectiveness. Furthermore, because the three steps (paths a, b and c) are significant, further partial mediation analysis through medgraph is necessary, including the Sobel z test to assess the significance of mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant at the final step of the analysis, partial mediation will be achieved. It means all the effects are mediated by the mediator variable.

Furthermore, Figure 2 reveals the result of the computation of mediating effects. The Sobel test resulted to a z-value of .033 with a *p*-value of 0.001, which is significant at 0.05 level. This implies that there is a partial mediating effect, as it is likely that the original direct effect of leadership

skills on team effectiveness has been reduced upon the addition of school climate. The Sobel z-value indicates that the addition of school climate reduces the effect of leadership skills on team effectiveness.

Since the study resulted in a partial mediation, this implies that school climate partially promotes leadership skills on team

effectiveness. This also means that school climate partially influences the relationship between leadership skills on team effectiveness. School climate has something to do with leadership skills on team effectiveness. There is only a partial mediation since there may be other factors that fully mediate the relationship between leadership skills on team effectiveness.

CONCLUSION AND RECOMMENDATION

With considerations on the findings of the study, conclusions are drawn in this section. There is a very high level of leadership skills. The results proclaimed that all its domains considerably gained a *very high* descriptive level, pinpointing *conceptual skills* as the lowest. Teachers should be encouraged to engage in reflective practices, continually assessing and refining their teaching strategies. By investing in the conceptual growth of teachers, schools can ensure high-quality education that not only improves student outcomes but also fosters a culture of critical thinking and lifelong learning.

Team effectiveness also highlights a significant response from the locale. the results are known to have a *high* descriptive level, identifying *passion and commitment* as the lowest. It is recommended that organizations focus on fostering passion and commitment within their teams through various approaches. This could include setting clear, shared goals, recognizing individual and team contributions, and creating a work environment that promotes trust and mutual respect. Additionally, leaders should provide opportunities for personal and professional growth, allowing team members to feel valued and motivated. By actively working to improve passion and commitment, teams can become more engaged, aligned, and ultimately more effective in achieving their objectives.

Work values also highlight a significant response from the locale. The results are known to have a *very high* descriptive level, having available when colleagues require his/her help as the lowest. This indicates that while teachers may demonstrate strong commitment and dedication to their roles, there may be challenges in fostering a collaborative and supportive environment where teachers readily offer help to one another. It is recommended that schools and educational institutions prioritize creating a more supportive and cooperative culture among teachers. Encouraging teamwork, sharing best practices, and promoting a sense of community can help address this issue. Implementing structured peer support programs, allocating time for collaboration, and recognizing teamwork efforts can also motivate teachers to assist one another more frequently

There is a significant relationship between leadership skills and team. effectiveness; leadership skills and work values; and work values and team effectiveness. Also, there is a partial mediation on the effect of work values on the relationship between leadership skills and team effectiveness. Based on the findings of this study, it is recommended that organizations focus on enhancing leadership development programs by integrating work values that foster collaboration, trust, and accountability.

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