

# Comparative Analysis of School Head's Leadership Styles and School Climate in Marilog District, Davao City Division

Sharwani Belmar Camarines

**Abstract.** The purpose of this study was to determine the significant difference on the school climate when grouped according to leadership style. This study used the descriptive-correlational research design. The respondents of this study were the teachers of Marilog District, Davao City Division. The researcher used the Tabachnick and Fidell (2007),  $n = 50 + 8(m)$ , where  $m$  represents the total number of independent variables included in the study in selecting the respondents. The gathered data were analyzed and interpreted by using the statistical tools frequency and percentage, mean, One-way ANOVA, Eta-squared. The results revealed that the most commonly used school head's leadership style was democratic style. Moreover, on the extent of school climate in terms of academic climate and institutional environment were high and in terms of community was found to be moderate. Further, it was found that there is a statistically significant difference between school climate when grouped according to leadership style. Lastly, on the effect size of the school heads' leadership styles on the school climate the results indicated a large effect size. Thus, it is recommended that school heads should adopt and promote the Democratic leadership style by involving teachers, staff, and students in decision-making. This approach fosters a collaborative culture and encourages shared responsibility, which can positively impact the overall school climate.

## KEY WORDS

1. Leadership style 2. school climate 3. authoritarian

Date Received: April 05, 2025 — Date Reviewed: May 15, 2025 — Date Published: June 18, 2025

## 1. Introduction

Filipinos are undeniably discontent with the quality of public-school education. The general condition of the educational environment is a critical component that significantly impacts students' daily learning. Stakeholders believe that fostering a pleasant school climate will significantly enhance the value of educational possibilities. In response to the exigencies of regionalization and globalization, efforts are being undertaken to adhere to international norms, thereby equipping Filipino learners and educators to compete equitably with their global coun-

terparts.

In actuality, terrible climate in schools is a global concern. The school climate is significantly influenced by safety. In the United States, a report by García and Weiss (2019) revealed that the working environment for teachers is challenging, with teachers facing hazards to their safety. A significant proportion of educators (21.8 percent) have indicated experiencing threats, whereas one-quarter had encountered violent assaults by a student at their present institution (12.4 percent). In addition to the tension,

teachers report a lack of support from administrators and fellow educators, as well as a level of conflict and limited control over their work.

Moya and Tagadiad (2023) conducted a study in Davao City to determine the mediating influence of educational institutions on the relationship between student involvement and anxiety in public speaking courses. Moreover, the results indicated that the educational environment is remarkably advanced. The results indicated a partial mediating effect. A supportive educational atmosphere can enhance students' overall performance and mental health. These findings highlight the importance of cultivating an inclusive educational environment to improve student engagement and reduce anxiety in public speaking situations.

Although it is widely recognized that schools exhibit substantial differences in a variety of aspects, such as leadership styles and school climates, there is a significant research gap in the understanding of the comparative patterns between these variables. The existing literature frequently examines leadership styles or climate in isolation, disregarding the complex interaction between the leadership styles of school heads and the resulting school climate. Insights into effective school administration can be gained by examining the implications of various leadership approaches on the school climate, as each school has its own distinctive characteristics that shape its environment. This study aims to fill this gap by investigating the comparative significance of various leadership styles on school climate, specifically in Marilog District, Davao City Division.

This study aimed to explore the relationship between school heads' leadership styles and the overall school climate in the Marilog District, Division of Davao City. Specifically, it sought to determine the prevailing leadership styles of school heads, categorized as authoritarian, democratic, and laissez-faire. In addition,

the study examined the level of school climate as perceived by stakeholders, focusing on three dimensions: academic climate, community, and institutional environment. Furthermore, the research investigated whether there is a significant difference in the school climate when grouped according to the identified leadership styles.

At the 0.05 level of significance, the study tested the hypothesis that there is no significant difference in the school climate based on the leadership styles of school heads. Additionally, the study aimed to assess the effect size of leadership styles on school climate, providing further insight into the strength of their influence.

The findings of this study offered valuable insights for various stakeholders in the education sector. For school heads, it highlighted how their leadership styles influence school climate, encouraging reflection and improvement in their leadership approach. Teachers benefited by gaining a deeper understanding of how leadership impacts their work environment and job satisfaction, promoting collaboration and active involvement in school development. For students, the study emphasized the connection between leadership and a positive learning atmosphere, which supports academic success and personal growth. Lastly, future researchers can use this study as a foundation for further exploration into leadership's role in shaping school culture and outcomes, potentially extending the research to other contexts and regions.

*1.1. Theoretical/Conceptual Framework of the Study* —Figure 1 depicted the conceptual framework for the variables of the study and their interactions. The independent variable was school heads' leadership style in terms of authoritarian, democratic, and laissez-faire. Alternatively, school climate served as the research study's dependent variable, which was measured by three sub-variables namely: academic climate, community, and institutional environment.

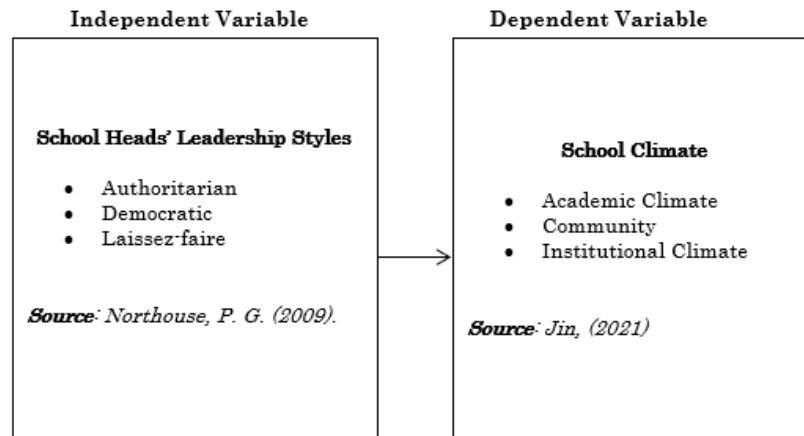


Fig. 1. Theoretical/Conceptual Framework

## 2. Methodology

The following section outlines the procedures used by the researcher to perform this research study. It includes the population and sampling, instrumentation, data source, and data analysis.

**2.1. Research Design**—This study used a descriptive comparative research design to examine differences in school climate based on school heads' leadership styles—authoritarian, democratic, and laissez-faire—without manipulating variables. By categorizing leadership styles, the study identified patterns and trends in school climate across academic, community, and institutional dimensions. This method allowed for systematic data collection to understand the "what" of educational leadership impacts, offering insights into the effectiveness of each style and informing educational practices and policies.

**2.2. Ethical Consideration**—The study strictly adhered to RMC's ethical research standards, ensuring participants' rights, safety, and confidentiality throughout. It explored how school heads' leadership styles affected school climate in Marilog District, highlighting its significance for teacher motivation and student outcomes. Teachers' vulnerability was carefully managed through informed consent, anonymity, and voluntary participation. Risks were minimal, and the researcher took steps to ensure safety and data protection. The researcher, ad-

equately qualified and supported by experts, utilized proper facilities and maintained transparency and fairness. The study contributed valuable insights for educational improvement while upholding ethical integrity at every stage.

**2.3. Research Respondents**—This study involved 74 school heads from the Marilog District, Division of Davao City, selected through stratified random sampling to ensure proportional representation of leadership styles—Authoritarian, Democratic, and Laissez-faire. Using Tabachnick and Fidell's (2007) formula for regression analysis, the sample size was deemed appropriate for examining the impact of these leadership styles on school climate dimensions: Academic Climate, Community, and Institutional Environment. Inclusion criteria required participants to be public school teachers currently teaching in the district, ensuring data relevance and enhancing the study's validity.

**2.4. Research Instrument**—This study used a validated, adapted questionnaire from Jin (2021) to assess school climate across academic climate, community, and institutional environment through 15 targeted items. The instrument

underwent expert review and a pilot test to ensure content validity, with statistical analysis confirming its reliability and accuracy. This pro-

cess ensured the questionnaire effectively captured how leadership styles influenced different aspects of school climate.

**2.5. Data Gathering Procedure**—This study used a structured questionnaire and in-depth interviews to gather both quantitative and qualitative data on school climate and leadership styles. Formal permission was obtained from relevant authorities, ensuring ethical compliance. The questionnaire underwent expert

content validation and a pilot test with 30 teachers to ensure clarity, reliability, and relevance. Surveys were administered in person to foster engagement and accurate responses, then securely collected for analysis. Data were analyzed using SPSS to ensure thorough and reliable interpretation aligned with institutional standards.

**2.6. Data Analysis**—The study used frequency and percentage to identify school heads' leadership styles, mean to assess the level of school climate across academic, community,

and institutional dimensions, one-way ANOVA to test for significant differences in school climate based on leadership style, and eta-squared to measure the effect size of leadership style on school climate.

### 3. Results and Discussion

This section delineated the findings and discussion of the study. The presentation proceeded with a comprehensive discussion of school heads' leadership styles in terms of authoritarian, democratic, and laissez-faire. The section subsequently provided the analysis of school climate in terms of academic climate, community, and institutional environment. The next part addressed the significant difference in the school climate when grouped according to school heads' leadership styles. The concluding section discussed the effect size of the school heads' leadership styles in school climate in Marilog District, Davao City Division.

**3.1. School Heads Leadership Styles in Marilog District, Davao City Division**—Table 1 displayed the data on the school heads' leadership styles in Marilog District, Davao City Division. The frequency and percentage scores for each indication are shown in both tabular and textual formats. The presentation was organized sequentially from highest to lowest to ensure meaning and clarity. The results revealed that most school leaders demonstrated

a Democratic leadership style, with 37 respondents representing 50% of the total replies. The subsequent leadership type was Authoritarian, with 22 respondents, constituting 29.73%. The Laissez-Faire leadership style exhibited the lowest prevalence, with 15 responders, accounting for 20.27%. These results suggest that school heads in public secondary schools predominantly lean toward a democratic approach, with a smaller proportion favoring an authoritarian or laissez-faire style of leadership.

**Table 1. School Heads Leadership Styles in Marilog District, Davao City Division**

| No.            | Leadership Style | N         | Frequency | Percentage  |
|----------------|------------------|-----------|-----------|-------------|
| 1              | Authoritarian    | 74        | 22        | 29.73%      |
| 2              | Democratic       | 74        | 37        | 50%         |
| 3              | Laissez-Faire    | 74        | 15        | 20.27%      |
| <b>Overall</b> |                  | <b>74</b> | <b>74</b> | <b>100%</b> |

3.2. *Level of Teacher Attitude in New Corella District, Division of Davao del Norte*—Table 2 showed the summary on the level of school climate in Marilog District, Davao City Division which was measured by three indicators namely: academic climate, community, and institutional environment. The mean ratings of these indicators are as follows: Academic Climate (3.65), which was described as high. Community (3.32) was equivalent to moderate, while Institutional Environment (3.44) was described as high. The three indicators/domains on the level of school climate generate an overall mean rating of (3.47), described as high. This means that the school climate in terms of academic climate, community, and institutional environment was oftentimes evident. These findings suggest a generally positive environment that supports learning and collaboration within the schools surveyed.

**Table 2. Level of School Climate in Marilog District, Davao City Division**

| No.                 | Item                      | Mean        | Descriptive Level |
|---------------------|---------------------------|-------------|-------------------|
| 1                   | Academic Climate          | 3.65        | High              |
| 2                   | Community                 | 3.32        | Moderate          |
| 3                   | Institutional Environment | 3.44        | High              |
| <b>Overall Mean</b> |                           | <b>3.47</b> | <b>High</b>       |

**Legend:** 1.00 – 1.79: Very Low 1.80 – 2.59: Low 2.60 – 3.39: Moderate 3.40 – 4.19: High 4.20 – 5.00: Very High

3.3. *Significant Difference in the School Climate When Grouped according To School Heads' Leadership Styles*—The findings in Table 3 revealed a significant difference in the level of school climate when grouped according to school heads' leadership styles. The computed F-value of 12.901 and the p-value of .000, which is less than the standard level of significance of 0.05, indicate that there is a statistically significant difference between the variables. This suggests that the leadership styles of school heads have a significant impact on the school climate. Given the p-value of .000, the null hypothesis which stated that there is no significant difference in the school climate when grouped according to school heads' leadership styles was rejected, confirming that leadership style plays a crucial role in shaping the overall school climate.

**Table 3. Significant Difference in the School Climate When Grouped According to School Heads' Leadership Styles**

| Variable Paired                                    | Sum of Squares | df | Mean Square | F      | p-value |
|----------------------------------------------------|----------------|----|-------------|--------|---------|
| School Heads' Leadership Styles and School Climate | 844.990        | 99 | 980.927     | 12.901 | .000    |
| <b>Descriptive Interpretation: Significant</b>     |                |    |             |        |         |

3.4. *Effect Size of the School Heads' Leadership Styles in School Climate*—Table 4 provided insight into the effect size of the school heads' leadership styles on the school climate. The t-value of -20.89 is accompanied by an Eta-Squared value of 0.831, which indicates a large effect size. Eta-Squared measures the proportion of variance in the dependent vari-

able—school climate—that is explained by the independent variable, which in this case is the school heads' leadership styles. With an Eta-Squared value of 0.831, this implies that 83.1% of the variance in school climate can be attributed to differences in leadership styles. This large effect size highlights the substantial and influential role of leadership styles in shaping the overall climate of the school.

**Table 4. Effect Size of the School Heads' Leadership Styles in School Climate**

| N  | t-value | Eta-Squared | Descriptive Interpretation |
|----|---------|-------------|----------------------------|
| 74 | -20.89  | 0.831       | Large                      |

## 4. Conclusions and Recommendations

4.1. *Findings*—This study aimed to determine the school heads' leadership styles in terms of authoritarian, democratic, and laissez-faire. Moreover, it determined the analysis of school climate in terms of academic climate, community, and institutional environment. The next part addressed the significant difference in the school climate when grouped according to school heads' leadership styles. Lastly, the effect size of the school heads' leadership styles in school climate in Marilog District, Davao City Division. The following are the significant findings:

4.2. *Conclusions*—On the school heads' leadership styles, based on the findings of the

study, it can be concluded that the Democratic leadership style is the most commonly exhibited among school heads, reflecting a strong inclination toward participative decision-making, collaboration, and open communication. This suggests that school leaders tend to value the input of teachers, staff, and sometimes even students, fostering a culture of shared responsibility and mutual respect. Such a leadership approach may contribute to a more motivated and empowered teaching force, ultimately benefiting the overall functioning and performance of the school.

On the level of school climate, based on the findings of the study, it can be concluded

that schools generally maintain a favorable environment, particularly in terms of academic excellence and institutional organization, both of which were rated high. The community aspect, while moderately rated, still indicates a functioning level of engagement, though with evident room for growth. These findings imply that schools are performing well internally, but must place greater focus on building stronger partnerships with parents, stakeholders, and the wider community to create a more holistic and inclusive school climate.

On the significant difference in the school climate when grouped according to school heads' leadership styles, based on the findings of the study, it can be concluded that leadership style plays a crucial role in shaping the quality of the school climate. The significant variation observed across different leadership styles confirms that how a school head leads can either enhance or hinder the educational atmosphere. This highlights the need for leadership training and development programs that promote effective and adaptable leadership approaches tailored to the diverse needs of school environments.

On the effect size of the school heads' leadership styles on the school climate, based on the

findings of the study, it can be concluded that the leadership style of a school head has a strong and substantial impact on the overall climate of the school. The large effect size indicates that leadership is not just a contributing factor but a central force in determining how positively or negatively the school environment is experienced by its members. This underscores the critical importance of cultivating transformational and responsive leaders who can create environments that are not only academically rigorous but also emotionally and socially supportive.

**4.3. Recommendations**—The study recommends that the Department of Education continue supporting leadership programs focused on collaboration and community engagement. School leaders should adopt Democratic leadership to involve teachers, staff, and students in decision-making and prioritize professional development. Educators should actively participate in school governance and build strong community ties, while students should engage in leadership roles to promote a positive school climate. Future research should examine the long-term impact of leadership styles on school environment and outcomes to improve educational practices.

## 5. References

- García, E., & Weiss, E. (2019). *Challenging working environments ('school climates'), especially in high-poverty schools, play a role in the teacher shortage: The fourth report in 'the perfect storm in the teacher labor market' series* (tech. rep.) (Retrieved from <https://www.epi.org/publication/challenging-working-environments-school-climate/>). Economic Policy Institute.
- Jin, R. (2021). *Teacher perceptions of school climate: A new instrument and validity study* (Publication No. Publication No. 104) [Doctoral dissertation]. University of Kentucky [Theses and Dissertations—Education Sciences]. <https://uknowledge.uky.edu/edsc-etds/104>
- Moya, Y. M., & Tagadiad, C. L. (2023). The mediating effect of school culture on the relationship between student engagement and public speaking class anxiety. *United International Journal for Research & Technology (UIJRT)*, 4(9), 9–22.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th). Allyn & Bacon/-  
Pearson Education.