
Leadership Practices and the School Climate: Inputs to a Professional Development Plan in Calbayog I–VI Districts

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Abstract — This study examines the administrative leadership practices of public secondary school heads and their relationship to the state of the school climate in the Calbayog I–VI Districts. The study aimed to assess the administrative leadership practices of public secondary school heads in terms of instructional, transformational, ethical and moral leadership, and strategic management and resource allocation, as well as to determine the state of the school climate as perceived by both school heads and teachers. It also sought to examine the relationship between leadership practices and school climate and to propose a professional development plan based on the findings. A descriptive-correlational research design was employed, utilizing survey questionnaires administered to school heads and teachers during the School Year 2025–2026. Data were analyzed using descriptive statistics, correlation analysis, and regression techniques to determine levels, relationships, and predictive influence among variables. Findings revealed that school heads demonstrated moderate to high levels of administrative leadership practices, with strengths noted in ethical and moral leadership and strategic management. Instructional and transformational leadership were perceived at a moderate level by both school heads and teachers, indicating areas for improvement. The state of the school climate was generally perceived as moderate, with professional collaboration, institutional trust, and academic emphasis evident but not fully maximized. Stakeholder engagement and community relations emerged as relatively weaker areas, particularly from the teachers’ perspective. Results further indicated that the demographic and professional profiles of school heads and teachers did not significantly influence leadership practices or the state of the school climate. However, a significant relationship was found between administrative leadership practices and the state of the school climate, especially based on teachers’ perceptions, underscoring the critical role of leadership behavior in shaping a positive school environment. The study concludes that effective administrative leadership, particularly instructional, transformational, ethical, and strategic practices, is essential in fostering

a supportive and productive school climate. The proposed professional development plan is recommended to enhance leadership competencies, strengthen collaboration, and improve stakeholder engagement to support continuous school improvement.

Keywords: Administrative Leadership, School Climate, Instructional Leadership, Transformational Leadership, Professional Development

I. INTRODUCTION

Leadership shapes the direction and climate of schools, influencing teacher satisfaction, student achievement, and overall performance. Recent research highlights the critical role of administrative leadership in fostering collaboration, trust, and shared vision, especially in secondary schools in Calbayog. The COVID-19 pandemic underscored the need for adaptive leadership to sustain positive school environments. This study examines how school heads in Calbayog apply leadership principles amid socio-cultural challenges, filling gaps in literature that often overlook rural contexts. Findings aim to guide policymakers and professional development programs, ensuring leadership practices that enhance school climate, student well-being, and educational outcomes.

1.1 Statement of the Problem

This study aims to assess the administrative leadership practices and state of the school climate as perceived by the public secondary school heads in Calbayog I-VI Districts, DepEd Schools Division of Calbayog City during the School Year 2025-2026 with the end view of proposing a professional development plan.

Specifically, the study seeks answers to the following questions:

1. What is the profile of the:
 - 1.1 school heads

1.1.1. age;

1.1.2. sex;

1.1.3. civil status;

1.1.4. highest educational attainment;

1.1.5. number of years in administrative experience; and

1.1.6. number of leadership and management trainings attended?

1.2 teachers

1.2.1. age;

1.2.2. sex;

1.2.3. civil status;

1.2.4. highest educational attainment;

1.2.5. number of years in teaching experience; and

1.2.6. number of leadership and management trainings attended?

2. As perceived by the respondent groups, what is the level of administrative leadership practices of the school heads in terms of:

2.1. instructional leadership;

2.2. transformational leadership;

2.3. ethical and moral leadership; and

2.4. strategic management and resource allocation?

3. As perceived by the respondent groups, what is the state of the school climate in terms of:

3.1. professional collaboration and collegiality;

3.2. institutional integrity and trust;

3.3. academic emphasis and high expectations; and

3.4. stakeholder engagement and community relations?

4. Is there a significant relationship between the profile of the respondent groups and the level of administrative leadership practices of the school heads?
5. Is there a significant relationship between the profile of the respondent groups and the state of the school climate?
6. Is there a significant relationship between the administrative leadership practices of the school heads and the state of the school climate?
7. Based on the findings of the study, what professional development plan can be proposed?

II. METHODOLOGY

The study employed a descriptive–correlational research design to examine the relationship between the leadership practices of secondary school heads and the perceived school climate in Calbayog Districts (1–6). This design was appropriate as it quantitatively described levels of administrative leadership and school climate while determining significant associations without manipulating the research environment (Creswell & Creswell, 2018). Data were collected through structured survey questionnaires administered to all secondary school heads and a sample of teachers, either via printed forms delivered to schools or through a secure online platform (e.g., Google Forms) distributed using official email addresses. Participants were informed of the study’s purpose, assured of confidentiality and anonymity, and reminded of their voluntary participation. Formal ethical clearance was secured from the concerned authorities and the Schools Division Office of Calbayog City prior to data collection.

2.1 Procedure

The study adopted a descriptive-correlational design to examine administration and supervision practices in Calbayog I–VI Districts. Permissions were obtained from the Schools Division Office and school administrators, followed by orientation sessions to secure informed consent. Structured survey questionnaires were distributed to teacher respondents, with clear

instructions and sufficient time for completion. Data were sorted, coded, and analyzed using percentage, mean, and ranking, then interpreted against the theoretical framework and related literature.

Challenges arose due to respondents' workload, scheduling conflicts, and delayed retrieval of questionnaires, but perseverance and collaboration ensured completion. The survey instrument was adapted to the local context, with items reworded and expanded for clarity and cultural relevance. Experts validated the revised questionnaire to confirm its comprehensiveness and content validity.

2.2 Data Processing

The study began by sieving the acquired data to check completeness and test normality. Descriptive statistics summarized the demographic profiles of school heads (frequencies, percentages) and the quantitative variables on leadership practices and school climate (means, standard deviations). Hypotheses were tested using inferential analyses. Pearson's r assessed correlations between administrative leadership and school climate when normality was met, while Spearman's ρ was applied otherwise, with significance set at $p < .05$. Independent samples t -tests determined differences between school heads' and teachers' assessments.

Qualitative data from open-ended survey responses and structured interviews were transcribed and analyzed thematically, revealing common issues and effective practices. The integration of quantitative and qualitative findings with existing literature provided a comprehensive evidence base for the proposed strategic leadership development plan.

III. RESULTS

This section presents the profile of the school heads in terms of age, sex, civil status, highest educational attainment, number of years in administrative experience, and number of leadership and management trainings attended.

The profile of the school heads in Calbayog I–VI Districts reveals a group of educational leaders who are academically prepared, professionally experienced, and actively engaged in leadership development. Most respondents are middle-aged administrators with substantial years of administrative experience and advanced graduate studies, indicating strong preparedness for instructional leadership responsibilities. Although male school heads predominate, female representation contributes to leadership diversity and inclusivity. The balanced civil status distribution further suggests that personal background factors do not limit leadership effectiveness. Moreover, the respondents’ participation in national and international trainings demonstrates their commitment to continuous professional growth and instructional improvement. Overall, the findings reflect a capable leadership workforce that can effectively support teacher development, foster a positive school climate, and enhance student learning outcomes.

TABLE 2-9
PROFILE OF THE SCHOOL HEADS IN TERMS OF AGE, SEX, CIVIL STATUS, HIGHEST EDUCATIONAL ATTAINMENT, NUMBER OF YEARS IN ADMINISTRATIVE EXPERIENCE, AND NUMBER OF LEADERSHIP AND MANAGEMENT TRAININGS ATTENDED

Profile Variable	Categories	Frequency	Percent
Age	28–34	1	9.1%
	35–41	3	27.3%
	42–48	2	18.2%
	49–55	4	36.4%
	56–62	1	9.1%
Sex	Male	7	63.6%
	Female	4	36.4%
Civil Status	Single	6	54.5%
	Married	5	45.5%
Highest Educational Attainment	Doctorate Degree	1	9.1%
	Doctorate Degree-CAR	2	18.2%
	Doctorate Degree-Units	2	18.2%
	Master’s Degree	4	36.4%
	Master’s Degree-CAR	2	18.2%
Number of Years in Administrative Experience	<10 years	4	36.4%
	10–19 years	5	45.5%
	>20 years	2	18.2%
Leadership and Management Trainings Attended	Regional	2	18.2%
	National	4	36.4%
	International	5	45.5%

This section presents the profile of teachers in terms of age, sex, civil status, highest educational attainment, number of years in teaching experience, and number of leadership and management trainings attended.

The profile of teachers in Calbayog I–VI Districts reveals a predominantly young to mid-career workforce composed mostly of female and married educators. Most teachers are academically engaged, with a large proportion pursuing or completing graduate studies, reflecting a strong commitment to professional growth and continuous learning. In terms of teaching experience, the majority belong to the early and mid-career stages, indicating a dynamic workforce capable of adapting to educational innovations while benefiting from the guidance of more experienced colleagues. Furthermore, most teachers have attended division and regional leadership trainings, demonstrating active participation in professional development activities. Overall, the findings suggest that the teachers possess the educational background, experience, and professional exposure necessary to respond positively to transformational and ethical leadership practices that promote collaboration, motivation, professional growth, and a positive school climate.

TABLE 8-13
PROFILE OF TEACHERS IN TERMS OF AGE, SEX, CIVIL STATUS, HIGHEST EDUCATIONAL ATTAINMENT, NUMBER OF YEARS IN TEACHING EXPERIENCE, AND NUMBER OF LEADERSHIP AND MANAGEMENT TRAININGS ATTENDED

Profile Variable	Categories	Frequency	Percent
Age	28–34	32	22.9%
	35–41	64	45.7%
	42–48	28	20.0%
	49–55	7	5.0%
	56–62	9	6.4%
Sex	Male	19	13.6%
	Female	121	86.4%
Civil Status	Single	12	8.6%
	Married	122	87.1%
	Widowed	2	1.4%
	Separated	4	2.9%
Highest Educational Attainment	Doctorate Degree	1	0.7%
	Doctorate Degree-CAR	4	2.9%
	Doctorate Degree-Units	13	9.3%
	Master’s Degree	21	15.0%
	Master’s Degree-CAR	51	36.4%
	Master’s Degree-Units	38	27.1%
	Bachelor’s Degree	12	8.6%
Length of Teaching Experience	<10 years	66	47.1%
	10–19 years	62	44.3%
	>20 years	12	8.6%
Leadership and Management Trainings Attended	Division	88	62.9%
	Regional	34	24.3%
	National	15	10.7%
	International	3	2.1%

This section presents the level of administrative leadership practices of the school heads in terms of instructional leadership, transformational leadership, ethical and moral leadership, and strategic management and resource allocation.

Summary of Findings. Table 18 summarizes the leadership practices of school heads, with a grand mean of 3.40 (SD = 0.85), interpreted as moderate. Strategic management and ethical leadership emerged as strengths, while instructional and transformational leadership require further enhancement.

These results suggest that while school heads are competent in managing resources and upholding ethical standards, greater emphasis is needed on collaborative instructional leadership. Strengthening collegiality and shared professional responsibility, as emphasized by Hargreaves and Fullan (2012), may elevate overall leadership effectiveness and improve school climate.

TABLE 18
SUMMARY RESULTS ON THE ADMINISTRATIVE LEADERSHIP PRACTICES OF THE SCHOOL HEADS

Indicators	N	Mean	SD	Interpretation
Strategic management and resource allocation	11	3.75	0.85	High
Ethical and moral leadership	11	3.60	0.70	High
Transformational leadership	11	3.24	0.92	Moderate
Instructional leadership	11	3.00	0.91	Moderate
Grand Mean	11	3.40	0.85	Moderate

Legend	Range	Description
	4.21-5.00	Very High
	3.41-4.20	High
	2.61-3.40	Moderate
	1.81-2.60	Low
	1.00-1.80	Very Low

This section presents the perceptions of teachers on the level of administrative leadership practices of the school heads in terms of instructional leadership, transformational leadership, ethical and moral leadership, and strategic management and resource allocation.

Summary of Findings. Table 23 summarizes teachers’ perceptions of administrative leadership practices. All leadership dimensions were rated at a moderate level, with ethical leadership ranking highest (M = 3.12) and instructional leadership lowest (M = 2.60). The results indicate balanced but non-exceptional leadership performance.

The findings suggest that while school heads meet basic leadership expectations, there is significant potential for improvement, particularly in instructional and transformational leadership. Enhancing collaboration, feedback mechanisms, and teacher empowerment may elevate overall leadership effectiveness and strengthen the school climate.

This section presents the perceptions of school heads on the state of school climate in terms of professional collaboration and collegiality, institutional integrity and trust, academic emphasis and high expectations, and stakeholder engagement and community relations.

TABLE 23
SUMMARY RESULTS ON THE PERCEPTIONS OF TEACHERS ON THE ADMINISTRATIVE LEADERSHIP PRACTICES OF THE SCHOOL HEADS

Indicators	N	Mean	SD	Interpretation
Ethical and moral leadership	140	3.12	1.18	Moderate
Strategic management and resource allocation	140	3.08	1.21	Moderate
Transformational leadership	140	3.02	1.03	Moderate
Instructional leadership	140	2.60	0.79	Moderate
Grand Mean	140	3.40	0.85	Moderate

Legend	Range	Description
	4.21-5.00	Very High
	3.41-4.20	High
	2.61-3.40	Moderate
	1.81-2.60	Low
	1.00-1.80	Very Low

The overall state of school climate, as perceived by school heads, was moderate with a grand mean of 3.21 (SD = 0.80). Professional collaboration ranked highest, while stakeholder engagement ranked lowest. These results indicated that internal relationships within schools were relatively stronger, whereas external engagement and academic rigor required further improvement. Grounded in Transformational Leadership Theory, the findings affirmed that leadership practices significantly shaped school climate by fostering trust, collaboration, and shared commitment. Strengthening transformational and administrative leadership practices was seen as essential to elevate the school climate from moderate to high, thereby creating an environment conducive to sustained improvement and excellence.

TABLE 28
SUMMARY RESULTS ON PERCEPTIONS OF SCHOOL HEADS ON THE STATE OF SCHOOL CLIMATE

Indicators	N	Mean	SD	Interpretation
Professional collaboration and collegiality	11	3.35	0.86	Moderate
Institutional integrity and trust	11	3.29	0.70	Moderate
Academic emphasis and high expectations	11	3.16	0.68	Moderate
Stakeholder engagement and community relations	11	3.02	0.96	Moderate
Grand Mean	11	3.21	0.80	Moderate

Legend	Range	Description
	4.21-5.00	Very High
	3.41-4.20	High
	2.61-3.40	Moderate
	1.81-2.60	Low
	1.00-1.80	Very Low

This section presents the perceptions of teachers on the state of school climate in terms of professional collaboration and collegiality, institutional integrity and trust, academic emphasis and high expectations, and stakeholder engagement and community relations.

Summary of Findings. Table 33 summarizes teachers’ perceptions of school climate, with a grand mean of 2.78 (SD = 0.84), interpreted as moderate. Institutional trust and collaboration are relatively stronger, while stakeholder engagement remains a critical concern. The findings affirm that leadership quality significantly shapes school climate (Williams et al., 2022). Strengthening communication, shared leadership, cultural competence, and community partnerships can enhance school safety, trust, and academic outcomes, particularly in diverse contexts such as Calbayog (Santos & Reyes, 2023).

TABLE 33
SUMMARY RESULTS ON PERCEPTIONS OF SCHOOL HEADS ON THE STATE OF SCHOOL CLIMATE

Indicators	N	Mean	SD	Interpretation
Institutional integrity and trust	140	2.91	0.79	Moderate
Professional collaboration and collegiality	140	2.89	0.84	Moderate
Academic emphasis and high expectations	140	2.74	0.81	Moderate
Stakeholder engagement and community relations	140	2.57	0.93	Low
Grand Mean	140	2.78	0.84	Moderate

<i>Legend</i>	<i>Range</i>	<i>Description</i>
	4.21-5.00	Very High
	3.41-4.20	High
	2.61-3.40	Moderate
	1.81-2.60	Low
	1.00-1.80	Very Low

This section presents the test of relationship between the profile of the school heads-respondents and their level of administrative leadership practices.

The regression model showed a moderately strong positive relationship ($R = 0.698$) between school heads’ profile variables—age, sex, civil status, educational attainment, administrative experience, and trainings—and their administrative leadership practices. The R^2 value of 0.487 indicated that 48.7% of the variance in leadership practices was explained by these combined variables, though the negative adjusted R^2 (-0.282) revealed reduced explanatory

strength due to the small sample size ($N = 11$) and multiple predictors. The standard error (0.428) suggested moderate dispersion of scores, pointing to model instability and possible overfitting.

From a leadership standpoint, the findings implied that demographic and professional characteristics alone did not sufficiently explain leadership effectiveness. Consistent with Hernandez and Lopez (2021), leadership competence was better shaped by continuous professional learning and contextual behaviors rather than static personal profiles.

TABLE 34
MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698	.487	-.282	.428

The ANOVA results showed that the regression model was not statistically significant ($F = 0.633, p = 0.707$), indicating that the combined profile variables of school heads did not significantly predict their administrative leadership practices. Although the regression sum of squares (0.695) reflected some explained variance, the higher residual sum of squares (0.732) revealed that most variation remained unexplained. Statistically, the p-value above 0.05 confirmed insufficient evidence to reject the null hypothesis.

These findings supported Nguyen and Tran (2021), who argued that leadership effectiveness was shaped more by professional socialization, organizational culture, and communication practices than by demographic attributes. Leadership competence developed through training, reflection, and contextual experience rather than personal background alone.

TABLE 35
ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.695	6	.116	.633	.707
	Residual	.732	4	.183		
	Total	1.427	10			

This section presents the test of relationship between the profile of the school head-respondents and the state of the school climate.

The regression model showed a moderate positive relationship ($R = 0.504$) between school heads' profile variables and the perceived state of the school climate. The R^2 value of 0.254 indicated that 25.4% of the variance in school climate was explained by these variables, though the majority of variance remained influenced by other factors such as leadership behaviors, communication, and stakeholder engagement. The negative adjusted R^2 (-0.865), due to the small sample size ($N = 11$), revealed limited generalizability and model instability.

The findings aligned with Wang and Li (2021) and Johnson and Smith (2020), who emphasized that school climate was shaped more by leadership competencies, emotional intelligence, and adaptive practices than by demographic traits. Overall, the results underscored that leadership effectiveness and school climate quality depended on behaviors and interpersonal skills rather than personal background alone

TABLE 40
MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504	.254	-.865	.505

The ANOVA results showed that the regression model examining school heads’ profile variables and school climate was not statistically significant ($F = 0.227, p = 0.947$). The regression sum of squares (0.347) was outweighed by the residual sum of squares (1.020), indicating that most variance in school climate remained unexplained. These findings confirmed that demographic and professional characteristics of school heads did not significantly predict school climate conditions.

Consistent with Brown and Taylor (2021), Kumar and Das (2022), and Nguyen et al. (2021), the results emphasized that school climate was shaped more by leadership behaviors, emotional intelligence, adaptability, and policy consistency than by demographic traits. Overall, the analysis underscored the importance of focusing on leadership competencies and stakeholder engagement as key drivers of a healthy and supportive school climate.

TABLE 41
ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.347	6	.058	.227	.947
	Residual	1.020	4	.255		
	Total	1.367	10			

The regression analysis showed that none of the individual profile variables of school heads—age, sex, civil status, educational attainment, administrative experience, and trainings—significantly predicted the state of the school climate, as all p-values exceeded 0.05. Positive beta coefficients (e.g., educational attainment, trainings) suggested slight direct relationships, while negative coefficients (e.g., age, civil status, experience) indicated weak inverse trends, but none were statistically meaningful.

These findings confirmed that school climate was not shaped by demographic or professional background but rather by leadership behaviors, emotional intelligence, adaptability, and

stakeholder engagement. Consistent with Johnson and Smith (2020), Wang and Li (2021), and Ocampo and Santos (2023), the results underscored that effective school climate depended on interpersonal skills, communication, and adaptive leadership practices rather than static profile characteristics.

TABLE 42
MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE PROFILE OF THE SCHOOL HEAD-RESPONDENTS AND THE STATE OF THE SCHOOL CLIMATE

Variables	Beta	p-value	Decision
Age	-.296	.863	Not Significant
Sex	.529	.662	Not Significant
Civil Status	-.465	.644	Not Significant
Highest Educational Attainment	.794	.488	Not Significant
Administrative Experience	-.453	.744	Not Significant
Trainings	.299	.802	Not Significant

This section presents the test of relationship between the profile of the teacher-respondents and the state of the school climate.

The regression model showed a weak positive relationship ($R = 0.233$) between teachers' profile variables and their perceptions of school climate. The R^2 value of 0.054 indicated that only 5.4% of the variance in school climate was explained by these variables, while the adjusted R^2 (0.012) confirmed minimal explanatory power. The standard error (0.499) reflected moderate variability, suggesting that teachers' perceptions were shaped more by leadership interactions, communication, and institutional support than by demographic or professional traits.

These findings aligned with Williams and Johnson (2020), Lopez and Garcia (2022), and Fernandez and Reyes (2023), who emphasized that leadership quality, organizational culture, professional development, and community partnerships played a more significant role in fostering positive school climates. Overall, the results underscored that teachers' profile characteristics had

minimal influence, while leadership practices and organizational support were the primary drivers of a healthy and supportive school climate.

**TABLE 43
 MODEL SUMMARY**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233	.054	.012	.499

The ANOVA results showed that the regression model examining teachers’ profile variables and school climate was not statistically significant ($F = 1.272, p = 0.275$). The regression sum of squares (1.896) was outweighed by the residual sum of squares (33.054), indicating that most variance in school climate perceptions remained unexplained. These findings confirmed that teachers’ demographic and professional characteristics, when considered collectively, did not significantly predict the state of the school climate.

Consistent with Brown and Taylor (2021), Nguyen et al. (2021), and Wang and Li (2021), the results emphasized that school climate was shaped more by leadership behaviors, communication, emotional intelligence, and stakeholder engagement than by teacher demographics. Overall, the analysis underscored the importance of focusing on leadership practices and organizational support as key drivers of a positive and sustainable school climate.

**TABLE 44
 ANOVA ANALYSIS**

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	1.896	6	.316	1.272	.275
	Residual	33.054	133	.249		
	Total	34.950	139			

The regression analysis showed that none of the individual teacher profile variables—age, sex, civil status, educational attainment, teaching experience, and trainings—significantly predicted the state of the school climate, as all p-values exceeded 0.05. Positive beta coefficients (e.g., age, sex) suggested slight direct associations, while negative coefficients (e.g., civil status, attainment, experience, and trainings) indicated weak inverse trends, but none were statistically reliable.

These findings confirmed that teachers’ perceptions of school climate were not shaped by demographic or professional characteristics but rather by leadership quality, emotional intelligence, organizational practices, and community engagement. Consistent with Johnson and Smith (2020), Kumar and Das (2022), and Fernandez and Reyes (2023), the results underscored that effective school climate depended on leadership development, interpersonal skills, and stakeholder partnerships rather than individual teacher profiles.

TABLE 45
MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN
THE PROFILE OF THE TEACHER RESPONDENTS AND THE STATE OF THE
SCHOOL CLIMATE

Variables	Beta	p-value	Decision
Age	.344	.131	Not Significant
Sex	.233	.107	Not Significant
Civil Status	-.115	.335	Not Significant
Highest Educational Attainment	-.037	.792	Not Significant
Teaching Experience	-.104	.544	Not Significant
Trainings	-.333	.114	Not Significant

This section presents the test of relationship between the perceptions of the school heads administrative leadership practices and the state of the school climate.

The correlation analysis revealed varying associations between leadership dimensions and school climate indicators. Instructional leadership showed weak and non-significant correlations with overall climate, suggesting limited direct influence. Transformational and ethical leadership were strongly correlated with overall leadership practices ($r = .662, p = .027$; $r = .781, p = .005$) but did not significantly relate to school climate. Strategic management was positively associated with institutional integrity and trust ($r = .750, p = .008$), yet its overall impact on climate was negligible.

Among climate variables, stakeholder engagement and community relations demonstrated a very strong and significant correlation with school climate ($r = .891, p = .000$), underscoring the importance of external partnerships and collaborative practices. Overall, the findings indicated that while leadership dimensions were interrelated, school climate was more sensitive to outward-facing practices such as stakeholder involvement than to internal leadership perceptions alone

TABLE 46
PEARSON R CORRELATION ON TEST OF RELATIONSHIP BETWEEN THE PERCEPTIONS OF THE SCHOOL HEADS ADMINISTRATIVE LEADERSHIP PRACTICES AND THE STATE OF THE SCHOOL CLIMATE

Variables		instruc- tional leader- ship	transf- ormat- ional leader- ship	ethical and moral leader- ship	strategic manage- ment and resource allocation	level of adminis- trative leader- ship practice s	professional collaboration and collegiality	institutio- nal integrity and trust	academic emphasis and high expectation s	stakeholder engagement and community relations	state of the school climate
instructional leadership	Pearson Correlation	1	.497	-.071	-.262	.518	.102	-.308	-.143	-.108	-.190
	Sig. (2-tailed)		.120	.835	.437	.103	.766	.357	.675	.752	.576
	N	11	11	11	11	11	11	11	11	11	11
transformational leadership	Pearson Correlation	.497	1	.510	-.452	.662*	-.109	-.503	.472	.134	.003
	Sig. (2-tailed)	.120		.109	.162	.027	.750	.115	.143	.693	.993
	N	11	11	11	11	11	11	11	11	11	11
ethical and moral leadership	Pearson Correlation	-.071	.510	1	.371	.781**	-.296	.105	.490	.254	.235
	Sig. (2-tailed)	.835	.109		.262	.005	.377	.758	.126	.451	.486
	N	11	11	11	11	11	11	11	11	11	11
strategic management and resource allocation	Pearson Correlation	-.262	-.452	.371	1	.315	-.261	.750**	-.220	-.177	.001
	Sig. (2-tailed)	.437	.162	.262		.346	.437	.008	.515	.603	.998
	N	11	11	11	11	11	11	11	11	11	11
Level of Administrative Leadership Practices	Pearson Correlation	.518	.662*	.781**	.315	1	-.251	.043	.238	.026	.009
	Sig. (2-tailed)	.103	.027	.005	.346		.456	.900	.481	.940	.979
	N	11	11	11	11	11	11	11	11	11	11
professional collaboration and collegiality	Pearson Correlation	.102	-.109	-.296	-.261	-.251	1	-.039	-.280	.293	.483
	Sig. (2-tailed)	.766	.750	.377	.437	.456		.910	.404	.383	.132
	N	11	11	11	11	11	11	11	11	11	11
institutional integrity and trust	Pearson Correlation	-.308	-.503	.105	.750**	.043	-.039	1	-.216	-.161	.207
	Sig. (2-tailed)	.357	.115	.758	.008	.900	.910		.523	.637	.542
	N	11	11	11	11	11	11	11	11	11	11
academic emphasis and high expectations	Pearson Correlation	-.143	.472	.490	-.220	.238	-.280	-.216	1	.719*	.564
	Sig. (2-tailed)	.675	.143	.126	.515	.481	.404	.523		.013	.071
	N	11	11	11	11	11	11	11	11	11	11
stakeholder engagement and community relations	Pearson Correlation	-.108	.134	.254	-.177	.026	.293	-.161	.719*	1	.891**
	Sig. (2-tailed)	.752	.693	.451	.603	.940	.383	.637	.013		.000
	N	11	11	11	11	11	11	11	11	11	11
state of the school climate	Pearson Correlation	-.190	.003	.235	.001	.009	.483	.207	.564	.891**	1
	Sig. (2-tailed)	.576	.993	.486	.998	.979	.132	.542	.071	.000	
	N	11	11	11	11	11	11	11	11	11	11

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

IV. DISCUSSIONS

The study examined the administrative leadership practices of public secondary school heads and the prevailing school climate in Calbayog I–VI Districts to propose a responsive professional development plan. Findings revealed that school heads and teachers represented diverse demographic and professional backgrounds, with school heads generally holding advanced qualifications and extensive experience. However, demographic characteristics alone did not determine leadership effectiveness or school climate quality.

Administrative leadership practices were rated moderate overall, with ethical and strategic leadership emerging as strengths, while instructional and transformational dimensions required enhancement. Both school heads and teachers shared similar perceptions of leadership, recognizing its value yet noting limited visibility and empowerment in daily operations. The school climate was perceived as moderately positive, characterized by professionalism and mutual respect but needing stronger collaboration, academic monitoring, and stakeholder engagement.

Regression and ANOVA analyses showed that profile variables did not significantly predict leadership practices or school climate, emphasizing that leadership competence depended more on behaviors and organizational culture than on personal attributes. A strong positive relationship was found between administrative leadership and school climate, particularly in trust, collaboration, and stakeholder engagement.

Overall, the results highlighted that effective leadership shaped school climate through ethical judgment, communication, and collaboration. Professional development programs should focus on strengthening instructional and transformational leadership, fostering teacher participation, and enhancing stakeholder partnerships to build a more positive and sustainable school environment.

V. CONCLUSIONS

The study **concluded** that administrative leadership practices **played** a crucial role in shaping the school climate in public secondary schools in Calbayog I–VI Districts. School heads **demonstrated** strengths in ethical and strategic leadership, while instructional and

transformational practices **required** further enhancement to support teaching effectiveness, collaboration, and shared vision. Demographic and professional profile variables of both school heads and teachers **did not significantly influence** leadership practices or school climate, underscoring that effectiveness **was driven** more by behaviors and practices than by personal characteristics. Teachers' perceptions **revealed** a stronger relationship between leadership practices and school climate, highlighting the importance of leadership as experienced at the classroom and community levels. Overall, the findings **underscored** the need for professional development that **strengthened** instructional leadership, fostered collaboration, built trust, and enhanced stakeholder engagement to create a more positive and high-performing school climate.

VI. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance administrative leadership practices and improve the overall school climate:

1. School heads should strengthen their instructional leadership by increasing classroom observations, providing timely and constructive feedback, and using student performance data to guide instructional improvement.
2. Continuous professional development programs should be implemented to enhance transformational leadership skills, particularly in vision-building, teacher motivation, and innovation in teaching practices.
3. Ethical and moral leadership practices should be sustained and institutionalized through clear policies, transparent decision-making processes, and consistent enforcement of school rules.
4. Schools should establish and strengthen professional learning communities to promote collaboration, shared responsibility, and continuous professional growth among teachers.
5. School heads should develop and implement strategic resource management plans that align financial, material, and human resources with school improvement priorities.
6. Teachers should be actively involved in school planning and decision-making processes to foster a sense of ownership, trust, and shared accountability.

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7. Stakeholder engagement initiatives should be intensified by strengthening partnerships with parents, local government units, alumni, and community organizations to support school programs.
 8. Communication mechanisms within schools should be improved to ensure regular, clear, and open dialogue among administrators, teachers, and stakeholders.
 9. The Schools Division Office should provide targeted leadership training and mentoring programs that address identified gaps in instructional and transformational leadership.
 10. Future researchers may conduct similar studies in other districts or educational levels and include additional variables to further explore the relationship between leadership practices and school climate.

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