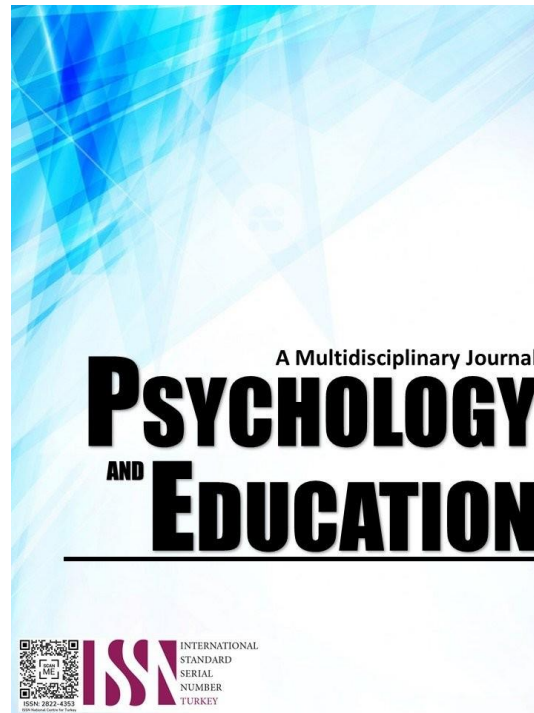


**LEADERSHIP STYLES, SCHOOL CLIMATE,  
AND SCHOOL PERFORMANCE OF HIGHER  
EDUCATION INSTITUTIONS IN  
SOUTHERN MINDANAO**



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## Leadership Styles, School Climate, and School Performance of Higher Education Institutions in Southern Mindanao

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### Abstract

This study determined the extent of leadership styles practiced by the school administrators, the level of school climate, and the school performance of Higher Educational Institutions in Southern Mindanao in the trilogy programs of higher education namely: instruction, research, and community extension. The descriptive-correlational research design was used employing quantitative method. The data were gathered through survey questionnaire and administered to the 96 respondents composed of school administrators and teachers. The findings of the study revealed that the most dominant leadership styles practiced by the school administrators are Servant Leadership and Democratic Leadership. Results also revealed that the level of school climate in selected HEIs is high. In terms of Instructional programs, Research programs, and Community Extension Programs, the status of the school is “very good” and that these programs are highly fulfilled. The findings also revealed that there was a significant moderate positive correlation between leadership style and school climate. Moreover, there was significant low positive correlation between leadership styles and school performance. Given the overall results, the study had recommended that an administrative training program which was formulated based on the findings of the study should be adopted by the selected Higher Educational Institutions in Southern Mindanao.

**Keywords:** *leadership style, school climate, school performance, autocratic, servant leadership, democratic, transformational, research programs, community extension, students' academic performance, teacher's classroom performance*

### Introduction

When schools want to improve their bottom line, particularly in terms of meeting a specific goal, leadership has always been the main course (Chekwa, Quast, & Adams, 2017). The educational landscape has changed dramatically in the last ten years. The rapid shift in the political, fiscal, social, technological, and informational environments presents dynamic educational challenges to leaders, especially in raising the country's educational standards (Cibulskaitė & Petrauskas, 2017). Because of these changes, school administrators perform a variety of professional and administrative duties to assist the institution in meeting its goals, which include providing high-quality education (Ifedili, 2016).

However, leadership is not the only issue in school improvement; it also includes the school climate that these leaders create. According to the National Center on Safe and Supportive Environments (2020), a positive school climate is critical to academic success. The school climate will encompass not only the facilities but the entire school in general. Furthermore, the three higher education programs must be implemented successfully in schools. This triad's three programs are research, instruction, and community extension service.

School performance measures how well instruction

was carried out in the classroom while maintaining a passing rate above the National Standard. According to the PRC-Educational Statistics Task Force (2019), the National Passing Percentage in all disciplines from 2014 to 2018 is 37.87 percent, based solely on the directory of active higher education institutions as of June 18, 2019. Accountancy and LET-Elementary level are the top two (2) identified disciplines with the lowest passing rates. These concerns may also apply to HEIs in Southern Mindanao, particularly for the CPA board exam. The researcher also discovered that only a few HEIs in the Region have CPA exam pass rates.

While in the field of research, according to Tecson-Mendoza (2015), only 28 Philippine scientific journals out of 777 Philippine academic publications are listed in Thomson Reuters (TR), Scopus, or both master journal lists as of July 2015. The Philippine National Development Plan (2018) noted that while “the number of higher education institutions (HEIs) in the Philippines is ten times more than its neighboring countries’, the Philippines’ lackluster performance in producing innovator, researchers (81 researchers per million population versus 205 in Indonesia and 115 in Vietnam), and knowledge producers (28 out of 777 journals or 3.6 percent are listed under Thomson Reuters, Scopus, or both) indicates that the country has lagged behind many of its ASEAN neighbors in producing the researchers, innovators and solutions providers needed to effectively function in a

knowledge economy (Macha, Mackie & Magaziner, 2018).

With these issues, all academic institutions including HEIs in the selected locale will be challenged to improve the quality of education in the country. This means that it's critical to look at how the extent of administrator's leadership style influences school climate and the school performance encompassing the trilogy programs of higher education specifically in instruction, research and community extension. In this study, the researcher tried to look at the association between the extent of administrators' leadership style and school performance as well as to school climate at chosen higher education institutions in Southern Mindanao. The study is instigated by the pressuring demand brought about by the drastic change in educational arena today which leave schools no choice but to adopt the change to keep afloat. Lastly, the researcher sees the need to evaluate the status of the instruction, research and community extension programs of these schools to address issues that need immediate aid. The findings of the evaluation were the bases in the formulation of the training program for administrators. The researcher believed that the performance of the school can be improved if a comprehensive and relevant training program is developed and implemented.

### Research Questions

This study determined the leadership styles, school climate and performance of the Higher Educational Institutions in Southern Mindanao. Specifically, it answered the following questions:

1. To what extent are the following leadership styles practiced by the administrators:
  - 1.1 Authoritarian;
  - 1.2 Democratic;
  - 1.3 Laissez-Faire;
  - 1.4 Servant Leadership; and
  - 1.5 Transformational Leadership?
2. What is the level of school climate in terms of:
  - 2.1 Physical Appearance;
  - 2.2 Faculty Relations;
  - 2.3 Student Interactions;
  - 2.4 Leadership/Decision;
  - 2.5 Discipline Environment;
  - 2.6 Learning/Assessment;
  - 2.7 Attitude and Culture' and
  - 2.8 Community Relations?
3. What is the status of the instructional programs in terms of :
  - 3.1 Faculty Qualification;
  - 3.2 Faculty Teaching Performance; and

- 3.3 Academic Performance of Students?
4. What is the status of the research program in terms of :
  - 4.1 Faculty Output; and
  - 4.2 Contributions to Community?
5. What is the status of the community extension programs in terms of :
  - 5.1 Faculty Engagement; and
  - 5.2 Contributions to the Community?
6. Is there a significant relationship between:
  - 6.1 Leadership style and School Climate; and
  - 6.2 Leadership Style and School Performance?
7. Based on the results of the study, what training program for Administrators can be formulated?

### Literature Review

The roles of school administrators as institutional leaders are very vital for the academe's sustainability. Their leadership skills, characteristics, and styles as leaders are important ingredients for an academic institution's stability and development. As such, it has become a standard practice in the school that leaders are expected to possess characteristics which create harmonious relationship, foster innovation, provide support for continuous learning with teachers, and meet achievement goals (Reyes, 2018).

Leadership style is the most established factors that influence employees' attitudes and behaviors including organizational commitment. Organizations need employees who are committed in their work so that they can contribute to the survival of the organization in the global arena. The emphasis is on how managers in organizations can get effective leadership style to achieve set goals (Veliu, Manxhari, Demiri, & Jahaj, 2017). Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. The most common leadership styles being used today are presented below.

Autocratic or Authoritarian Leadership Style. Autocratic leader is one who is very conscious of his position and has little trust or faith in the subordinates, he feels that pay is a just reward for work and it is only the reward that can motivate. Al Khajeh (2018) also expressed that autocratic leaders are classic and bossy in nature. Autocratic leaders want their subordinates to follow their orders. Several scholars agreed that an autocratic leadership style is task-oriented, more persuasive, and effective in communicating a clear vision and conceiving strategic goals. Most followers of autocratic leaders can be described as biding their

time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows (Velu, Manxhari, Demiri, & Jahaj, 2017).

**Democratic Leadership Style.** Al Khajeh (2018) defined democratic leadership as the leadership in which the decision-making is decentralized and is shared by all the subordinates. However, with a democratic leadership style, there is a considerable risk of poor implementation and decision-making. Although, on the other hand, democratic leadership is recognized to push people to perform better by valuing their thoughts and thoughts. Another major flaw in democratic leadership is the idea that everyone participating has an equal stake in the decision-making process and has a similar degree of skill.

**Laissez-Faire Leadership Style.** Laissez-faire leadership is a leadership style in which leaders work hand in hand with their subordinates and allow them to make decisions (Cherry, 2019). Furthermore, a leadership style in which the leader does not believe in his own supervisory capability and has no clear goals for how they can operate does not assist the group in making choices and, as a result, places too much responsibility on the shoulders of subordinates.

**Transformational Leadership styles:** Transformational leadership style concentrates on the development of followers as well as their needs. Managers with transformational leadership style concentrate on the growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities. The aim of transformational leadership would be to “transform □ people and organizations inside a literal sense - to alter them in the mind and heart enlarge vision, insight and understanding clarify reasons make behavior congruent with values, concepts and brings about changes which are permanent, self-perpetuating and momentum building (Nanjundeswaraswamy & Swamy, 2014). Aside from it, the transformational leadership acts as a strong bridge between the followers and leaders, to develop clear understanding associated with the motivational level, values and interests (Al Khajeh, 2018).

**Servant Leadership Styles.** Servant leadership is both “serving” and “leading,” while its origin can be traced back to Robert K. Greenleaf and his 1970 article (Ragnarsson, Kristjánsdóttir, & Gunnarsdóttir, 2018). The words ‘Leader’ and ‘Servant’ seem to have opposite meanings but when these two opposite words are brought together in a creative and meaningful way, a paradox emerges and a new sense

of leadership is created (Sağlam & Alpaydın, 2017). Since Servant Leadership is not a new concept, it has various definitions.

According to Newman, Schwarz, Cooper, & Sendjaya (2017) Servant leadership is an approach by which leaders set aside their self-interest and selflessly work for the benefit of their followers, and the communities in which they operate. It is a holistic leadership approach that engages followers in multiple dimensions (e.g., relational, ethical, emotional, spiritual), such that they are empowered to grow into what they are capable of becoming as explained by Eva, Robin, Sendjaya, Dierendonck, and Liden, (2019).

### **Effects of Leadership Styles to School Performance**

The concept of school performance can be described as attaining particular purposes of the organization through varied types of collaborative activities, individual and managers efforts (Lisbijanto & Budiyanto, 2014). That is why it is of no issue that many studies have investigated the impact of leadership style on organizational performance.

According to Hashim, Khan, and Adan (2019) that a decent administration is an important variable of any work performance and loyalty in the organization. Indeed, even the best committed workers benefit from help, direction, consolation and course. At the point when good administration is missing the capability of each organization performance is limited. This is because a leader’s behavior is considered a father figure in building trust, performance and loyalty of workers in organization (Luu, 2016). Studies have shown that servant leaders’ behavior impacted the organizational performance, workers loyalty and trust. In the study of Chughtai (2016), it was mentioned that supportive leadership model enhances institution performance, employees’ commitment and trust.

### **Impact of School Climate to School Performance**

School climate, which usually refers to a teacher’s perceptions of his or her work environment has therefore become an attractive factor to study in the search for components that promote school effectiveness. It is often considered the “heart and soul” of a campus. Although numerous academics have demonstrated a beneficial association between school atmosphere and organizational performance, non-sectarian schools, particularly in third-world countries such as the Philippines, have received less attention.

According to several studies, the quality of the school's atmosphere appears to be the single most important predictor of a school's ability to enhance student accomplishment. In fact, Etxeberria, Intxausti and Azpillaga (2017), according to their findings, high-impact schools in general have teachers living together in a safe, peaceful, and conflict-free school community with a set of democratic rules, conflict resolution attitudes characterized by settlement and agreement, and a sense of mutual support among the teacher-management team, and each school has agreed on its own vision.

Furthermore, according to Balkar (2015), school climate is critical in ensuring excellent job performance of teachers and encouraging them to display creative behavior in both classrooms and across the school. Teachers exhibit high work performance as a result of a positive organizational atmosphere and innovative conduct. Likewise, school climate, in a broad sense, refers to instructors' shared opinions of their entire work environment, which includes internal aspects that distinguish one campus from another as well as their influence on staff behavior.

## Methodology

The descriptive-correlation method was employed in this study. This study utilized the descriptive research method because of its appropriateness to the problem. This method involves collecting data in order to answer questions concerning the current status or trend about the phenomenon (Gay, 2012).

## Participants

In this study, two (2) sets of respondents were included. The respondents of the study were the teachers and school administrators of the selected Higher Education Institutions in Southern Mindanao. For school administrators, total enumeration was used while for teachers, only the 30% of the fulltime and regular employees with two (2) years of working experience in the said locale were chosen. The detailed distribution of the participants was presented in Box 1 below.

Table 1. *Box 1 Distribution of Respondents*

<i>Schools</i>	<i>Administrators</i>	<i>Teachers</i>
A	9	21
B	4	15
C	13	15
D	5	8
E	1	5
<b>Total</b>	<b>32</b>	<b>64</b>

## Instruments of the Study

For this study, the researcher utilized three different survey questionnaires for Leadership Style, School Climate and School Performance. For the leadership style, the researcher utilized a researcher-made questionnaire which composed of twenty five questions that covers the five (5) leadership styles namely: Authoritarian Leadership Style, Democratic Leadership Style, Laissez-Faire Leadership Style, Transformational Leadership Style, and Servant Leadership Style, as practiced by the administrators and there were five (5) indicators per leadership style. For items 1-5 in the survey questionnaire, Authoritarian Leadership was the content, for items 6-10 it covered Democratic/ Participative Leadership, for items 11-15 the content covered the Laissez-Faire Leadership, 16-20 items were about Servant Leadership, and 21-25 items covered about Transformational Leadership.

While for the study of school climate, the researcher asked permission from Dr. John Shindler to utilize the School Climate Quality Analytic Assessment Instrument and School-based Evaluation/Leadership Team Assessment Protocol from their school Alliance for the Study of School Climate, Charter College of Education, CSULA. This tool has eight (8) sections namely: Physical Appearance, Faculty Relations, Student Interactions, Leadership/Decision, Discipline Environment, Learning/Assessment, Attitude and Culture, and Community Relations. The researcher will fully adapt the instrumentation from school Alliance for the Study of School Climate, Charter College of Education, CSULA which was approved by Dr. John Shindler.

For determining the school performance, the researcher utilized a researcher-made questionnaire which composed of three (3) categories: Instructional Programs, Research Programs and Community Extension Programs. For Instructional Programs, it has three (3) sections namely: Faculty Qualification,





Faculty Teaching , and Academic Performance. For Research Programs, it has two (2) sections namely: Faculty Research Output and Contribution to the community. And lastly, for Community Extension Programs namely : Faculty Engagement and Contribution to the Community. Furthermore, the researcher adapted a rubric. The Rubric Score was modified from the study of Mercado (2014). Since the goal is to get the level of leadership style practiced by administrators, it is appropriate to use very high as the highest mark while very low is the lowest.

**Procedure**

Considering the uniqueness of the study, the researcher secured first an approval letter from the president of the college to conduct the study among the faculty and administrators of the chosen locale. After the consent were granted, a letter of invitation were given to the respondents asking their consent to be part of the study through survey. It was clearly stipulated in the letter that the survey will be conducted at the respondents’ most convenient time which will last for 30 to 40 minutes only. This is done to avoid conflicts with the respondents other task or activities.

When the consent was granted to the researcher, the gathering of data eventually commenced. Findings were extracted and analyzed based on the results of the treated data. The results of the study were also be interpreted to arrive at certain conclusions and recommendations. Furthermore, an in-depth interview was also conducted among the 10 participants to schools included in the study. This is done to substantiate the results and explain the phenomenon not captured in the survey. The interview was done through ZOOM and Gmeet , recorded and transcribe for the discussion of results.

**Ethical Considerations**

In conducting the study, the researcher ensures that the names of the participants were kept confidential and consent was granted prior to the survey. There is no mention of the schools where the study was conducted to protect their identity and reputation. A prolonged engagement with the participants was done to establish good rapport during the in-depth interview which may lead to rich conversation. Triangulation method was utilized as well to strengthen the findings.

**Results**

It discusses the extent of leadership styles practiced by the administrators in the selected Higher Educational Institutions (HEIs) in Southern Mindanao. The discussion on which leadership styles is dominant among the school administrators are presented in the succeeding paragraph while the data is presented in Table 1 next page. The discussions on the level of the school climate, status of the different programs particularly on instruction, research and community extension were also presented in the succeeding paragraphs. Correlation between leadership style, school climate, and school performance was also presented below including the different tables of the different date per section.

Table 1. *Extent of Leadership Style Practiced By Administrators*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
<i>Authoritarian Leadership</i>		
Ask the group members to follow standard rules and regulations	4.19	Highly Extensive
Let group members know what is expected of them	4.14	Highly Extensive
Give rewards or punishments in order to motivate employees to achieve organizational objectives	3.72	Highly Extensive
Give direction to employees since most of them feel insecure about their work	3.57	Highly Extensive
Decide what shall be done and how it shall be done	3.94	Highly Extensive
Grand Mean	3.91	Highly Extensive
<i>Democratic Leadership</i>		
Allow employees being part of the decision-making process	4.01	Highly Extensive
Provide guidance without pressure	4.19	Highly Extensive
Provide Frequent and supportive communication to workers	4.21	Very Highly Extensive
Help subordinates accept responsibility for completing their work	4.19	Highly Extensive
Help subordinates find their “passion”	3.67	Highly Extensive
Grand Mean	4.05	Highly Extensive



<b>Laissez-Faire Leadership</b>		
Let subordinates work problems out on their own especially in complex situations	3.43	Highly Extensive
Stay out of the way of subordinates as they do their work	3.49	Highly Extensive
Allow subordinates appraise their own work.	3.58	Highly Extensive
Give subordinates complete freedom to solve problems of their own.	3.53	Highly Extensive
Give little input to the members	3.63	Highly Extensive
Grand Mean	3.53	Highly Extensive
<b>Servant Leadership Style</b>		
Emphasize the importance of focusing on the good of the whole	4.30	Very Highly Extensive
Encourage staff to come up with new ideas	4.21	Very Highly Extensive
Give credits to others	4.13	Highly Extensive
Hold subordinates responsible for the way they handle a job.	4.00	Highly Extensive
Open about the limitations and weaknesses.	3.85	Highly Extensive
Grand Mean	4.09	Highly Extensive
<b>Transformational Leadership</b>		
Let members rethink ideas not questioned before	3.69	Highly Extensive
Take personal attention to others who seem dejected	3.69	Highly Extensive
Help others to think about old problems in new ways	3.91	Highly Extensive
Let members know how they are going	3.96	Highly Extensive
Help others develop themselves	4.11	Highly Extensive
Grand Mean	3.87	Highly Extensive
Overall Mean	3.89	Highly Extensive

Table 2. Summary of the Level of School Climate in Selected HEIs

Parameters	Mean Value	Description
Physical Appearance	4.11	High
Faculty Relations	4.03	High
Student Interactions	4.23	Very High
Leadership/Decision	4.18	High
Discipline Environment	4.15	High
Learning Assessment	4.22	Very High
Attitude and Culture	4.11	High
Community Relations	4.16	High
Grand Mean	4.15	High

Table 3. Summary of Instructional Programs of HEIs in Southern Mindanao

Parameters	Mean Value	Description
Faculty Qualification	4.14	Very Good
Faculty Teaching Performance	4.19	Very Good
Academic Performance of Students	4.02	Very High
Grand Mean	4.12	Very Good

Table 4. Summary of Research Programs of HEIs in Southern Mindanao

Parameters	Mean Value	Description
Faculty Output	3.59	Very Good
Contribution to the Community	3.96	Very Good
Grand Mean	3.78	Very Good

Table 5. Summary of Community Extension Programs of HEIs

Parameters	Mean Value	Description
Faculty Engagement	4.0	Very Good
Contribution to the Community	4.09	Very Good
Grand Mean	4.04	Very Good

Table 6. Results for Leadership Style and School Climate

		Leadership Style	School Climate
Leadership Style	Pearson Correlation	1	.507**
	Sig. (2-tailed)		.000
	N	480	480
School Climate	Pearson Correlation	.507**	1
	Sig. (2-tailed)	.000	
	N	480	768

Table 8. Results for Leadership Style and School Performance

		Leadership Style	School Performance
Leadership Style	Pearson Correlation		.348**
	Sig. (2-tailed)	1	.000
	N	480	480
School Performance	Pearson Correlation	.348**	1
	Sig. (2-tailed)	.000	
	N	480	672

## Discussion

In this study, the researcher tried to look at the association between the extent of administrators' leadership style and school performance as well as to school climate at chosen higher education institutions in Southern Mindanao. The study is instigated by the pressuring demand brought about by the drastic

change in educational arena today which leave schools no choice but to adopt the change to keep afloat. In order to describe the relevant features of the data, the researcher used the following statistical tools: to answer the sub-problem 1, the researcher utilized weighted mean to determine the level of Servant Leadership practice among the administrators of the selected HEIs in Southern Mindanao. For the sub-problem 2, the researcher utilized weighted mean to determine the level of school climate in the said schools.

Moreover, to answer the sub-problem 3 to 5, the researcher utilized weighted mean to determine the performance of the school in terms of instruction, research and community involvement. In addition, to answer the sub-problem 6, the researcher utilized Pearson – r correlation to get the relationship between leadership style and school climate, and Leadership style and school performance with 0.01 level of significance. And lastly, to answer the sub-problem 7, the researcher formulated a training program for administrators based on the findings of the study.

In Table 1, it is apparent that all of the leadership styles are highly extensive and practiced by the school administrators as observed and rated by school administrators and teachers in the selected schools. No single leadership style that is extremely dominant. While, it can be observed in the table that Servant Leadership (4.10) and Democratic Leadership (4.05) styles got higher mean values but still interpreted as “highly extensive”. This implies that majority of the administrators believed that employees need frequent and supportive communication, and that providing guidance without pressure is the key to being a good leader. It also implies that school administrators emphasized the significance of concentrating on the greater good, giving credit to others, and encourage staff to come up with new ideas.

For the level of school climate, the selected HEIs has “Very high” rating in Student Interaction and Learning Assessment. This means that 90 to 100 percent of the standards for school climate are observed in the school. It demonstrates that students feel safe from violence and that the school's assessment goals are clear and realistic for students. It also implies that student-controlled behavior (effort, listening, attitude, and so on) is rewarded and measured. While the rest, has “high” rating which includes Physical Appearance, Leadership/Decision, Discipline Environment, Attitude and Culture, and Community Relations. In general, the overall mean for the level of school climate is 4.15 which is interpreted as high. This

implies that 80 to 89 percent of the standards for school climate are observed in the selected school in these areas.

Given with the data presented above, it clearly demonstrates that the teachers and administrators are giving high attention to the school climate. With this status of selected schools in the level of school climate, getting their school performance will justify how these variables are closely connected. The succeeding paragraphs present the status of selected schools in the trilogy programs of higher education which includes instruction, research and community extension programs.

Table 3 above shows that in general, the status of instructional programs of selected Higher Education Institutions in Southern Mindanao is “Very Good” with grand mean of 4.12. This implies that this area is highly fulfilled and this indicates that 61% to 80% of the Program is demonstrated by the school.

According to Masud, Mufarrih, Qureshi, Khan, Khan, & Khan (2019) that academic performance is among the several components of academic success. Many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic performance. With this, it is positive to note that in this section, the result is favorable to the schools as these areas are highly fulfilled. Lastly, Abaidoo (2018) explained that the success or failure of any academic institution is determined by the academic achievement of students.

For Research Programs, results revealed that the Faculty Output of the selected HEIs is “very good”. This implies that the research programs of the schools are highly fulfilled. It demonstrates that the faculty members are highly encouraged to write relevant research and attend research trainings to enhance their writing skills. Also, based on the survey, faculty members produced research every year and the percentage of faculty research output is satisfactory. However, there are concerns that needs to be addressed in this area like faculty research and institutional research which should be strengthened by the selected HEIs. In general, the grand mean for research programs of selected HEIs in Southern Mindanao is 3.78 which is interpreted as “very good. This implies that in general, the research programs of selected HEIs are highly fulfilled which means that 61 to 80 of the research program is demonstrated by the school.

In the study published by ukano Interactive Inc. (2021), the articles explain that commonly, for professors to



gain tenure (a guarantee that a professor cannot be fired without just cause), they must do research, such as experiments, document analysis, or critical reviews, and publish their findings. Full-time professors, particularly those who have tenure, often are expected to spend more time on their research. They also may be expected to serve on more college and university committees. Part-time professors, often known as adjunct professors, spend most of their time teaching students.

For the Community Extension Programs, the mean value for Faculty Engagement is 4.0 which is interpreted as “very good”. It demonstrates that faculty members are highly engaged in the community, have adequate information about the general characteristics of the local community, its geography, population, socio-economic profile, cultural patterns and other significant features. They are also acquainted with the natural, human and technological resources of the community. Overall, the general status of community extension programs of selected Higher Educational Institutions in Southern Mindanao has a grand mean of 4.04. This grand mean is interpreted as “very good” which infer that the community extension programs of the schools are highly fulfilled. This indicates that 61 to 80 percent of Extension Program is demonstrated by the schools.

The International Survey Associates (2021) discussed that community involvement and engagement at all levels of the school has been demonstrated to have substantial immediate and long term advantages time and time again. “When schools, parents, families, and communities work together to promote learning, children tend to earn higher grades, attend school more consistently, remain in school longer, and enroll in higher level programs,” according to a recent policy brief from the National Education Association (NEA). With these significant advantages, it's apparent that schools should make growing community participation programs and opportunities a continuous priority

### Leadership Style and School Climate

This section presents the relationship between the leadership styles of the administrators and the school climate. The result is presented in Table 6 below as well as the discussion of the results. Pearson Correlation is used to establish the relationship between the Leadership Styles of the school administrators and the School Climate with 0.01 level of significance. Result of the correlation shows that there is a significant moderate positive correlation  $r =$

0.507 (sig.=0.000) between leadership styles and school climate. This positive correlation means that when the leadership style is high, there is corresponding high standard of school climate. Consequently, when the leadership style is low, one could expect that there will be lower standard of school climate.

So, the null hypothesis ( $H_0$ ) which states that there is no significant relationship between leadership style and school climate is rejected. Thus, there is a significant relationship between leadership style and school climate. This conclusion is confirmed by Perkins's (2020) study, which found that transformational leaders had a greater beneficial influence on schools and teachers than leaders with a different dominant leadership style. It was also mentioned that there is a strong link between teacher motivation and leadership style, and that teachers who see their administrators as transformational leaders have a higher degree of commitment. Furthermore, the author also emphasized that teachers who perceived their leaders as highly transformational were more likely to demonstrate a higher level of effort in their work, be happier at work and hold the belief leadership in their school.

The results can be corroborated to the statements of the participants as majority of them shared that the leadership of their administrators really make an impact to the performance of the school. In this study, servant leadership style and democratic leadership were the most common leadership styles used by the administrators although autocratic is also used when there's urgent need to be addressed. Like what the participants shared during the interview:

“So all in all kasi nga ganun yung klasing approach ang ginagamit ng admin so yung performance naman ng school macoconsider ko na very good talaga yung ating performance kasi nga nakikita naman natin sa ating mga output and sa rating ng school na kahit na ganun yung kanilang klase ng leadership so nakakapagproduce parin tayo ng quality na mga estudyante at tsaka maayos din naman, kami ha sa faculty, maayos din naman kami, wala naman kami major conflict sa faculty kasi nga pag hindi maganda yung administration ang effect nun is yung nasa baba yung mga subordinates magulo din. So yung sistema naman ni school ngayon is organized naman” (And even with that type of leadership, still we produce quality students. Moreover, we too in the faculty, we have harmonious relationship with each other, and so far we don't have major conflicts. Because when the administration is not good in handling people, the

people below will be in chaos. But so far, with the type of system that we have in school, I can say that we are organized” – Participant 6L266-285)

“And so far such leadership that our administrators are using, I think they worked well. It may not be the most perfect approach in leading with issues and problems in school but I think it worked well” – Participant 4L121-123

Transformational leadership affects four dimensions of school climate (affiliation, innovation, professional interest, and resource sufficiency), according to Tajasom and Ahmad (2011), but transactional leadership only affects participatory decision making. Furthermore, leadership is a necessary component of all social undertakings. Talented leadership is critical to student achievement in schools. All aspects of education are influenced by school leadership, including teacher motivation, setting the conditions and atmosphere in which teaching and learning takes place, and connection with the broader community (Nannyonjo, 2017).

### Leadership Style and School Performance

This section discussed the degree of correlation exists between leadership styles of school administrators and school performance of selected higher educational institutions in Southern Mindanao. The table and detailed explanation is presented below. Pearson Correlation was used to establish the relationship between the Leadership Styles of the school administrators and School Performance with 0.01 as the level of significance. Result of the correlation shows that there is a significant low positive correlation  $r = 0.348$  ( $\text{sig.} = 0.000$ ) between leadership styles and school performance. This positive correlation means that when the leadership style is high, there is corresponding high in the school performance. Consequently, when the leadership style is low, one could expect that there will be lower school performance.

So, the null hypothesis ( $H_0$ ) which states that there is no significant relationship between leadership style and school performance is rejected. Thus, there is a significant relationship between leadership style and school performance.

The results can be explained by Hashim, Khan, and Adan (2019) that a competent administration is a key variable of any work performance and loyalty in the firm. Indeed, even the greatest devoted employees benefit from support, direction, comfort and course. When competent management is lacking, any

organization's capacity to function is severely constrained. This is because a leader's actions are viewed as a father figure in terms of fostering employee trust, performance, and loyalty (Luu, 2016).

### Conclusion

Based on the results of the study, it is concluded that school administrators today usually used democratic and servant leadership styles in leading their personnel, however when there is a need to address, they become autocratic. Also, school leaders in HEIs are highly giving attention to instruction especially on the physical set up of the school and its facilities, faculty qualification, teaching performance and students' performance. However, in terms of research, there are still schools whose teachers are not active in research and not motivated to conduct research. While for community extension, some schools are highly engaged in community extension but there are administrators who give least attention to community extension and offer limited activities in the community. Moreover, it is concluded that there is a significant moderate positive correlation between leadership styles and school climate while a low positive correlation between leadership styles and school performance. This positive correlation means that when the leadership style is high, there is corresponding high in the school performance.

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