

Organizational Climate of Rizal High School and Leadership Style of its Administrators, S.Y. 2017-2018: Basis for Transformational Leadership Training Program

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ABSTRACT

This study determined the organizational climate of Rizal High School and the leadership styles manifested by its administrators during School Year 2017-2018 as a basis for a transformational leadership training program. The thesis characterized the inquiry as a mixed quantitative-qualitative study and operationalized it primarily through a descriptive-correlational survey design. The entire population of 170 Junior High School student-leaders served as respondents. Leadership style was assessed using the 37-item Multifactor Leadership Questionnaire 5X-Short, while school climate was measured using the 42-item Student Development Program-School Climate Survey for High School-Revised Edition. Weighted mean was used to describe leadership styles and school climate; Pearson product-moment correlation and a t-test of the

correlation coefficient were used to test relationships. Administrators were perceived to always manifest idealized influence-attributed ($M = 3.24$) and inspirational motivation ($M = 3.26$), often manifest idealized influence-behavior, intellectual stimulation, individual consideration, contingent reward, and active management-by-exception, and sometimes exhibit passive management-by-exception and avoidance. Student-leaders described sharing of resources ($M = 3.14$) and student-teacher relations ($M = 3.32$) as positive, while order and discipline, school building, student interpersonal relations, and parent involvement were somewhat positive. Significant relationships were reported between transformational leadership and physical climate ($r = .98$, $p < .05$), transactional leadership and academic climate ($r = 1.00$, $p < .05$), and laissez-faire leadership and social climate ($r = 1.00$, $p < .05$). The findings supported the development of a transformational leadership training program for administrators, teachers, and student-leaders to strengthen the school's physical, social, and academic climate.

Keywords: *school organizational climate, transformational leadership, transactional leadership, laissez-faire leadership, student-leaders, leadership training*

INTRODUCTION

School organizational climate reflects the shared perceptions of the physical, social, and academic conditions that shape everyday life in a school. It encompasses safety, relationships, access to resources, order and discipline, facilities, and the quality of support experienced by students and other members of the school community. A positive climate has been associated with school effectiveness, student engagement, and improved educational outcomes because it influences how students and adults perceive, interact with, and participate in the school environment (Rapti, 2013; Hanuliaková & Barnová, 2015; Berkowitz et al., 2017).

Leadership is closely connected with the conditions under which a school operates. The Full-Range Leadership perspective distinguishes transformational, transactional, and laissez-faire leadership behaviors. Transformational leadership emphasizes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; transactional leadership relies on contingent reward and active management-by-

exception; and laissez-faire leadership reflects passive or avoidant forms of leadership. Educational studies have repeatedly examined these leadership styles because the behavior of school leaders can affect organizational relationships, school culture, teacher efficacy, and school improvement (Damanik, 2014; Allen et al., 2015; Anderson, 2017).

The relationship between leadership and school climate is especially important in large and diverse school settings. Effective school leaders are expected not only to manage administrative processes but also to create conditions that support safety, collaboration, learning, and shared responsibility. Research has linked transformational leadership with favorable school climate, teacher efficacy, organizational commitment, and school improvement, although specific relationships may vary according to context and the climate dimension being examined (Hausermann & Stick, 2013; May & Sanders, 2013; Lane, 2016).

Rizal High School in Pasig City provided a relevant setting for such an investigation because the school served a large and diverse student population and had experienced changes in leadership composition. The thesis identified a need to examine how student-leaders perceived the prevailing organizational climate and the leadership styles of administrators, especially because student perspectives could reveal conditions that may not be captured through administrator self-assessment alone.

Accordingly, the study assessed the extent to which administrators manifested transformational, transactional, and laissez-faire leadership styles; described the school's physical, social, and academic climate; tested the relationships between leadership styles and climate dimensions; and used the findings as the basis for a proposed transformational leadership training program intended to support school-climate improvement.

Literature Review

School Organizational Climate and School Effectiveness

School climate has been described as the quality and character of school life as experienced by members of the school community. Rapti (2013) emphasized that school climate is an important component of school effectiveness because the atmosphere of a school influences attitudes, behavior, and institutional functioning. Loukas (2007) likewise described climate as a multidimensional construct that includes social relationships, physical conditions, and organizational practices, while the National School Climate Center (2015) emphasized safety, relationships, teaching and learning, and the institutional environment.

Empirical research also links positive school climate with learning and student outcomes. Berkowitz et al. (2015) reported that school climate can compensate for or mediate academic achievement gaps, while Nickerson et al. (2014) showed that student perceptions of climate are associated with bullying-related outcomes. In the Philippine context, Cardenas and Cerado (2016) examined school climate, teacher efficiency, and learning outcomes, supporting the relevance of climate research to local educational settings.

Physical, Social, and Academic Dimensions of School Climate

The thesis organized school climate into physical, social, and academic dimensions. Physical climate covered sharing of resources, order and discipline, and the condition of the school building. Social climate involved student interpersonal relations and student-teacher relationships, while academic climate was operationalized through parent involvement. This organization was based on the School Development Program-School Climate Survey associated with Comer's school-development approach and reflected the broader understanding that school climate includes institutional environment, interpersonal relationships, safety, and teaching and learning.

Research supports the importance of these dimensions. La Salle (2013) emphasized cultural and ecological considerations in school climate, while McGiboney (2016) highlighted the psychological importance of school environments. Kane et al. (2016) further described school climate and culture as strategic dimensions of student engagement. Together, these studies suggest that school-climate improvement requires attention to both tangible conditions such as facilities and resources and relational conditions such as respect, trust, and support.

Full-Range Leadership and Transformational Leadership

The Full-Range Leadership model describes leadership as a continuum that includes transformational, transactional, and passive or laissez-faire behaviors. Transformational leaders seek to motivate followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transactional leaders emphasize goals, monitoring, contingent rewards, and corrective action, while laissez-faire leaders avoid or delay intervention. The model assumes that leaders may manifest all three forms at different frequencies, with transformational behaviors generally expected to be more prominent in effective leadership (Pantaleon, 2015; Rowold, 2017).

Transformational leadership has received particular attention because of its relationship with organizational change and follower development. Anderson (2017) reviewed transformational leadership in education and emphasized its relevance to school improvement. Hausermann and Stick (2013) found that teachers valued transformational characteristics in principals, and Pounder (2014) discussed transformational classroom leadership as a basis for quality teaching. In the Philippine context, Aquino (2013), Cordova (2015), and Tiratira (2016) also examined transformational leadership in educational settings.

Leadership Style and School Climate

A growing body of research has examined the relationship between leadership behavior and school climate. Damanik (2014) investigated principal leadership style, school climate, and teacher self-efficacy, while Allen et al. (2015) examined transformational leadership, school climate, and student achievement. Lane (2016) similarly studied the relationship between principal leadership and school climate. These studies support the premise that leadership practices can influence the organizational conditions in which teaching and learning occur.

The effects of leadership may differ according to the climate dimension under consideration. Transformational behaviors may strengthen trust, collaboration, shared purpose, and willingness to improve; transactional behaviors may contribute to structure, accountability, and clarity; and passive leadership may have different consequences depending on the context. May and Sanders (2013) emphasized leadership and climate as indicators of school transformation, while Leff (2014) linked school leadership with safe-school climate and student behavior. The diversity of findings justified examining multiple leadership styles rather than assuming that a single style explains all aspects of climate.

Student Perceptions as a Source of School Improvement Evidence

Students are direct participants in the school environment and can provide valuable information about how leadership and organizational practices are experienced in daily school life. Their perceptions may reveal conditions related to safety, relationships, access to resources, fairness, and adult support. Leonard (2013) underscored the importance of stakeholder perceptions of school climate, while De Pedro et al. (2015, 2016) used student perceptions to examine climate in relation to mental health and peer victimization.

Student-leaders are particularly relevant because they occupy positions that expose them to both peer experiences and school leadership structures. Their observations can provide feedback on the behavior of administrators and on the physical, social, and academic environment. The use of student-leader perspectives in the present study therefore provided a school-based source of evidence for identifying leadership practices and climate conditions that may benefit from targeted development.

Synthesis, Research Gap, and Conceptual Basis

The reviewed literature indicates that school climate is multidimensional and that leadership behavior is one of the organizational factors associated with how school environments are experienced. Transformational leadership is frequently linked with positive organizational outcomes, yet transactional and laissez-faire behaviors also occur within real school settings. Existing findings therefore support examining the leadership-climate relationship empirically rather than assuming that one leadership style affects all dimensions in the same manner.

The thesis identified limited Philippine research examining administrators' leadership styles and school climate specifically through the perceptions of student-leaders in a large public secondary school. The study

addressed this gap by integrating the Full-Range Leadership model and Comer's school-climate framework, treating leadership styles as independent variables, school-climate dimensions as dependent variables, and the resulting evidence as a basis for a transformational leadership training program.

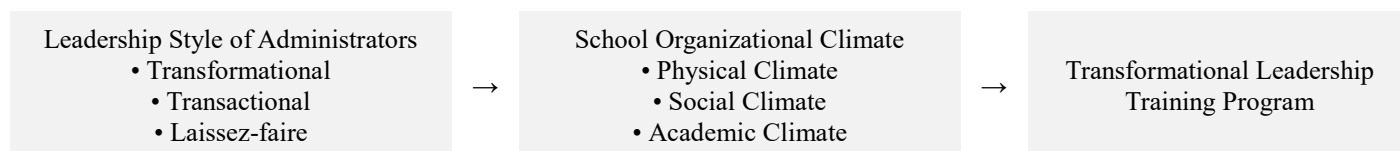


Figure 1. *Conceptual Framework of the Study*

METHODS

Research Design

The thesis described the study as a combination of quantitative and qualitative research and used a descriptive-correlational survey design as its principal method. The descriptive component summarized student-leaders' perceptions of administrators' leadership styles and the prevailing school organizational climate. The correlational component determined whether significant relationships existed between the three leadership styles—transformational, transactional, and laissez-faire—and the physical, social, and academic dimensions of school climate.

Research Locale

The study was conducted at Rizal High School in Pasig City during School Year 2017-2018. The source manuscript described the school as a large public secondary school serving more than 11,000 students and more than 500 teaching and non-teaching personnel. Changes in the administrative structure and the diversity of the school population motivated the examination of the school's organizational climate and leadership practices.

Participants and Sampling Technique

The respondents were 170 Junior High School student-leaders enrolled at Rizal High School. Universal sampling was used; thus, the entire identified population of 170 student-leaders served as respondents. Student-leaders were selected because their organizational roles exposed them to school administrators, teachers, fellow students, and school activities, providing them with direct experiences relevant to both leadership and school climate.

Research Instrument

Two standardized instruments were used. Leadership style was measured through the 37-item Multifactor Leadership Questionnaire 5X-Short (MLQ-5X Short), which assessed transformational, transactional, and laissez-faire leadership behaviors. Leadership items used a four-point frequency scale: 3.26-4.00 = Always, 2.50-3.25 = Often, 1.74-2.49 = Sometimes, and 1.00-1.73 = Rarely.

School climate was assessed using the 42-item Student Development Program-School Climate Survey for High School-Revised Edition (SDP-SCS-HS-RE). Responses were interpreted using a four-point scale: 3.26-4.00 = Strongly Agree/Positive, 2.50-3.25 = Agree/Somewhat Positive, 1.74-2.49 = Disagree/Somewhat Negative, and 1.00-1.73 = Strongly Disagree/Negative. The researcher did not conduct a new validation or reliability test because both instruments were treated as previously validated tools; however, the thesis reported slight simplification of wording and descriptive ratings to fit the vocabulary and understanding of student respondents.

Data Gathering Procedure

The researcher first secured permission from the Schools Division Superintendent of Pasig and then coordinated with the Rizal High School principal and the Supreme Student Government adviser. After approval, a schedule was arranged for the systematic administration, distribution, and retrieval of the questionnaires among the target student-leaders. Completed questionnaires were collected, compiled, recorded, and prepared for statistical analysis.

Data Analysis

Weighted mean was used to determine the extent to which administrators manifested the three leadership styles and to describe the physical, social, and academic dimensions of school climate. Pearson's product-moment correlation coefficient was computed to assess the relationship between each leadership style and each school-climate dimension. A t-test of the correlation coefficient was then used to test the significance of the relationships at the .05 level.

Ethical Consideration

The thesis documented institutional permission from the Schools Division Superintendent, the school principal, and the Supreme Student Government adviser before questionnaire administration. The source manuscript did not report a separate institutional ethics-board approval, parental consent procedure, or detailed confidentiality protocol. Accordingly, this journal conversion does not add or imply ethical procedures that were not documented in the original study.

RESULTS AND DISCUSSION

Administrators' Transformational Leadership

Table 1. *Summary of Transformational Leadership Behaviors*

Transformational Leadership Dimension	Mean	Interpretation
Idealized Influence (Attribute)	3.24	Always
Idealized Influence (Behavior)	3.19	Often
Inspirational Motivation	3.26	Always
Intellectual Stimulation	3.01	Often
Individual Consideration	3.04	Often

Student-leaders perceived administrators to always demonstrate idealized influence-attributed ($M = 3.24$) and inspirational motivation ($M = 3.26$). Administrators were perceived to often demonstrate idealized influence-behavior ($M = 3.19$), intellectual stimulation ($M = 3.01$), and individualized consideration ($M = 3.04$). At the item level, the strongest behaviors included acting in ways that built respect, displaying power and confidence, expressing confidence that goals would be achieved, and helping respondents develop their strengths.

These findings indicate that transformational characteristics were visible but not uniformly manifested across all dimensions. This pattern is consistent with Full-Range Leadership assumptions that leaders demonstrate leadership behaviors at different frequencies. Prior educational studies have likewise associated transformational leadership with trust, motivation, collaboration, and positive organizational conditions (Hausermann & Stick, 2013; Allen et al., 2015; Anderson, 2017).

Transactional and Laissez-Faire Leadership

Table 2. *Summary of Transactional and Laissez-Faire Leadership Behaviors*

Leadership Dimension	Mean	Interpretation
Contingent Reward	3.10	Often
Management by Exception (Active)	2.93	Often

Management by Exception (Passive)	2.30	Sometimes
Avoidance	2.14	Sometimes

Transactional leadership was manifested often through contingent reward ($M = 3.10$) and active management-by-exception ($M = 2.93$). Administrators were perceived to provide assistance in exchange for effort, clarify responsibility and expected rewards, monitor deviations from standards, and attend to mistakes and failures. These behaviors reflect the structured and performance-oriented features of transactional leadership.

Laissez-faire behaviors were less frequent. Passive management-by-exception ($M = 2.30$) and avoidance ($M = 2.14$) were rated Sometimes, indicating that administrators occasionally delayed action, avoided involvement, or responded only after problems became serious. The combination of transformational, transactional, and passive behaviors supports the thesis's use of the Full-Range Leadership model, which assumes that leaders may display all three styles at different levels (Pantaleon, 2015; Rowold, 2017).

Physical Climate of Rizal High School

Table 3. *Summary of Physical School Climate*

Physical Climate Factor	Mean	Climate Description
Sharing of Resources	3.14	Positive / Strongly Agree in summary finding
Order and discipline	2.39	Somewhat Positive
School Building	2.76	Somewhat Positive

The physical climate showed a mixture of positive and somewhat positive perceptions. Sharing of resources was identified in the thesis summary as positive ($M = 3.14$), with students reporting opportunities to participate in special activities, projects, and use of school resources. Order and discipline ($M = 2.39$) and school building ($M = 2.76$) were described as somewhat positive, reflecting mixed experiences related to safety, student behavior, facilities, and building conditions.

These findings reinforce the multidimensional character of school climate. A school may provide equitable access to activities and resources while still facing issues related to discipline or physical facilities. School-climate scholarship similarly treats safety, environment, and resource conditions as distinct but interacting aspects of school life (Loukas, 2007; Kane et al., 2016; Berkowitz et al., 2017).

Social and Academic Climate

Table 4. *Summary of Social and Academic School Climate*

Climate Factor	Mean	Climate Description
Student Interpersonal Relations	2.88	Somewhat Positive
Student-Teacher Relations	3.32	Positive
Parent Involvement	2.80	Somewhat Positive

Student-teacher relations received the strongest climate rating ($M = 3.32$) and were described as positive. Student-leaders reported that teachers encouraged learning, helped students with problems, worked to improve performance, and made students feel supported. In contrast, student interpersonal relations ($M = 2.88$) were somewhat positive, indicating generally favorable but less consistently strong peer relationships.

Parent involvement, the study's academic-climate indicator, was also somewhat positive ($M = 2.80$). The findings suggest that stronger student-teacher relationships were a particular strength of the school, while peer relations and parent participation remained areas with room for improvement. Research on school climate similarly identifies supportive relationships and stakeholder participation as important conditions for student engagement and school effectiveness (Nickerson et al., 2014; De Pedro et al., 2015; Cardenas & Cerado, 2016).

Relationship Between Leadership Styles and School Climate

Table 5. *Correlations Between Leadership Styles and School Climate Dimensions*

<i>Leadership Style</i>	<i>School Climate</i>	<i>r</i>	<i>p-value / Decision</i>	<i>Interpretation</i>
Transformational	Physical	0.98	0.003; Reject H0	Significant
Transformational	Social	0.51	0.39; Accept H0	Not Significant
Transformational	Academic	0.44	0.46; Accept H0	Not Significant
Transactional	Physical	0.05	0.12; Accept H0	Not Significant
Transactional	Social	0.74	Reported non-significant	Not Significant
Transactional	Academic	1.00	Reported significant	Significant
Laissez-faire	Physical	0.06	0.12; Accept H0	Not Significant
Laissez-faire	Social	1.00	Reported significant	Significant
Laissez-faire	Academic	0.59	0.22; Accept H0	Not Significant

The study reported three statistically significant relationships: transformational leadership with physical climate ($r = .98$, $p < .05$), transactional leadership with academic climate ($r = 1.00$, $p < .05$), and laissez-faire leadership with social climate ($r = 1.00$, $p < .05$). All other leadership-style and climate-dimension relationships were reported as not significant. The results therefore did not support a single uniform leadership-climate relationship; instead, specific leadership styles were associated with specific dimensions of school climate.

The strong association between transformational leadership and physical climate is consistent with studies linking transformational school leadership with positive organizational conditions (Damanik, 2014; Allen et al., 2015; Lane, 2016). The reported relationships involving transactional and laissez-faire leadership demonstrate that different leadership behaviors may coexist within the same organization and may be perceived differently across aspects of school life. Because the reported correlations for two pairings were perfect ($r = 1.00$) and were derived from aggregated dimension means, they should be interpreted within the analytical procedures reported in the original thesis rather than generalized beyond the study setting.

Basis for the Transformational Leadership Training Program

The findings served as the basis for a six- to ten-month transformational leadership training program intended for administrators, teacher-leaders, regular classroom teachers, and, where appropriate, student-leaders. The program was designed to strengthen transformational leadership practices and contribute to improvement in the physical, social, and academic dimensions of school climate.

Table 6. *Core Components of the Proposed Transformational Leadership Training Program*

<i>Program Component</i>	<i>Focus</i>	<i>Core Activities</i>	<i>Expected Output</i>
Initiation	Orientation	Program rationale; duties and responsibilities; trainee expectations	Participants oriented to their leadership roles
Training	Needs assessment and skill development	Needs assessment; leadership workshop; simulations; role-playing; leadership situations and challenges	Participants complete training activities
Follow-Up	Updating and problem-solving	Open forum; discussion of current issues and concerns in leadership posts	Participants complete updating sessions
Evaluation	Post-assessment and reinforcement	Evaluation report; brainstorming for recommendations; reinforcement activities	Participants complete post-assessment and program review

The program retained the study's emphasis on transformational leadership as a practical mechanism for school improvement. Its orientation, training, follow-up, and evaluation components were intended to provide structured development rather than a one-time seminar. This direction is consistent with literature describing transformational leadership as a leadership approach that supports change, shared purpose, follower development, and school improvement (Pounder, 2014; Simsek, 2013; Tengi et al., 2017).

CONCLUSION

The study concludes that administrators of Rizal High School manifested a combination of transformational, transactional, and laissez-faire leadership behaviors during School Year 2017-2018. Transformational characteristics were most evident in idealized influence-attributed and inspirational motivation, while other transformational and transactional behaviors were manifested often. Passive management-by-exception and avoidance were observed less frequently, indicating that laissez-faire leadership was present but not dominant.

Student-leaders perceived the school climate as ranging from somewhat positive to positive. Sharing of resources and student-teacher relations emerged as stronger areas, whereas order and discipline, school building, student interpersonal relations, and parent involvement were comparatively weaker. Significant relationships were reported between transformational leadership and physical climate, transactional leadership and academic climate, and laissez-faire leadership and social climate. These findings provided the empirical basis for the proposed transformational leadership training program intended to improve the school's physical, social, and academic climate.

Recommendation

Rizal High School should continue to give weight to student and student-leader perceptions when assessing leadership and school climate because these groups experience the school environment directly. Administrators and teachers may participate in the proposed transformational leadership training program to strengthen leadership practices related to shared vision, motivation, individualized support, problem solving, and school improvement. Teacher leadership skills should also be periodically assessed so that leadership development extends beyond formal administrators to classroom and organizational roles.

The Department of Education and school leadership may consider supporting school-based transformational leadership development and periodic assessment of school climate. Future researchers may replicate the study with teachers, non-teaching personnel, parents, or other student groups; examine additional leadership and school-climate models; and investigate links among leadership, school climate, student achievement, and other educational outcomes. Subsequent studies should also strengthen methodological procedures by using larger multi-school samples and clearly documented ethical and validation processes.

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