

School Heads' Communication and Leadership Styles on School Culture: Basis for Strategic Plan for Interpersonal Improvement in Public Secondary Schools

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Abstract

The study aimed to assess the perceived level of school heads' communication and leadership styles, as well as the extent of school culture, among teachers in public secondary schools in Majayjay, Laguna. The research utilized a quantitative approach to gather and analyze data from 41 teachers. The purpose of this study is to seek the answers to the following questions: 1) What is the level of school heads' communication styles as perceived by the teachers? 2) What is the level of school heads' leadership styles as perceived by the teachers? 3) What is the extent of school culture with regards to collaborative leadership, collegial support, and unity of Purpose? 4) The school heads' communication styles have significant relationship to the school culture? 5) The school heads' leadership styles have significant relationship to the school culture? 6) What strategic plan for interpersonal improvement can be proposed after having a result in this study?

This study employed a quantitative research design, utilizing a researcher-made survey questionnaire to gather data from 41 teachers in public secondary schools in Majayjay, Laguna. The questionnaire was designed to assess the perceived level of school heads' communication and leadership styles, as well as the extent of school culture. Data analysis included descriptive statistics to determine perceived levels and inferential statistics, such as correlation analysis, to examine relationships between communication and leadership styles with school culture. The study aimed to answer specific research questions regarding communication styles, leadership styles, school culture, and their relationships.

Findings revealed that school heads were perceived to have a high level of assertive communication style, characterized by leading school conversations, advocating for school rights, and respecting teachers' dignity. However, there were mixed perceptions regarding aggressive communication styles, with teachers generally disagreeing with behaviors like using threats or displaying anger. School heads were perceived to be highly open in communication, valuing the ability to talk freely and express themselves, as well as inclusive, involving teachers in decision-making and valuing their opinions.

Regarding leadership styles, school heads were perceived to display transformational leadership qualities, providing clear direction and enabling innovative thinking. Delegative leadership was also recognized, with school heads giving teachers freedom to solve problems independently. However, there were challenges with authoritative leadership, as some teachers felt that school heads did not trust teachers and believed that they were lazy. Transactional leadership was perceived positively, with school heads being satisfied when others meet agreed-upon standards. The study also explored the relationship between school heads' communication and leadership styles with school culture. Findings indicated a significant positive relationship, suggesting that positive and inclusive communication styles among school heads were correlated with a supportive school culture. The study underscores the importance of active leadership that values teachers' perspectives, encourages collaboration, and maintains a positive and supportive educational environment.

Based on these findings, recommendations are made to improve school culture, including implementing leadership training programs, promoting open communication, fostering a collaborative

environment, and providing professional growth opportunities for teachers. These recommendations aim to enhance school culture and create a more positive and effective educational atmosphere in public secondary schools in Majayjay, Laguna.

Keywords: leadership styles; school culture; school heads

1. Introduction

In the educational landscape, the pivotal role of school heads in shaping school culture and fostering interpersonal relationships cannot be overstated. The effectiveness of school leaders, in terms of their communication and leadership styles, significantly impacts the overall climate within the institution, thereby influencing the academic performance, morale, and overall well-being of both students and faculty. In this regard, the present research delves into a critical analysis of school heads' communication and leadership styles and their correlation with the prevailing school culture in public secondary schools located in Majayjay, Laguna.

Principals play a vital role in determining school culture. This culture sets the context within which staff and students work; therefore, it is important that school leaders strive to create a positive culture. (Dinsdale, 2017)

In Majayjay, where the socio-cultural context and unique challenges faced by public secondary schools play a significant role, researcher has acknowledged the importance of understanding how communication and leadership styles impact school culture. Studies have shown that Effective school leadership offers both great opportunities and challenges for many schools. Schools have a major impact on the growth, development and positive progress of student relationships. (AL-Jabari, 2014)

At the individual level, the research has closely examined school heads and their respective schools, exploring their communication and leadership practices.

1.1 Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the status of school heads' communication styles as perceived by the teachers in terms of:
 - 1.1. assertive;
 - 1.2. aggressive;
 - 1.3. open; and
 - 1.4. inclusive?
2. What is the level of school heads' leadership styles as perceived by the teachers in terms of:
 - 2.1 transformational leadership;
 - 2.2 delegative leadership;
 - 2.3 authoritative leadership; and
 - 2.4 transactional leadership?
3. What is the extent of school culture with regards to:
 - 3.1 collaborative leadership;
 - 3.2. collegial support; and

3.3. unity of Purpose?

4. Is there a significant relationship between school heads' communication styles and school culture?
5. Is there a significant relationship between school heads' leadership styles and school culture?
6. What strategic plan for interpersonal improvement can be proposed after having a result in this study?

2. Methodology

The level of communication and leadership styles of school heads as viewed by teachers in public secondary schools in Majayjay, Laguna, was investigated in this study using a quantitative research method. The data were gathered through standardized survey questionnaire that includes Likert-scale questions to evaluate transformational, delegative, authoritative, and transactional leadership styles, as well as assertive, aggressive, open, and inclusive communication styles. Participants' privacy and other ethical considerations, such as informed consent, were scrupulously adhered to, and clearance from the appropriate ethics committee will be sought. To ensure conformity with current best practices and trends in the field, the research design will be informed by recent scholarly sources in educational leadership, communication, and school culture.

Finally, the ultimate goal of this study is to use the data about leadership and communication styles to guide the creation of a strategic plan for interpersonal improvement in public secondary schools.

3. Results and Discussion

This chapter provides a thorough analysis and explanation of the collected data. The data is carefully analyzed using statistical techniques and presented in a well-structured table style to effectively answer the research objectives.

Table 1. Status of School Heads' Communication Styles as Perceived by the Teachers in Terms of Assertive

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...demonstrates fluency in the clarification of ideas</i>	4.32	0.61	Strongly Agree
<i>...clearly expresses a chain of thought during an argument over a point</i>	4.46	0.50	Strongly Agree
<i>...takes the lead in a conversation in the school</i>	4.56	0.50	Strongly Agree
<i>...stands for the rights in school when necessary</i>	4.56	0.55	Strongly Agree
<i>...determines the direction of the conversation in a meeting</i>	4.51	0.55	Strongly Agree
<i>...gives concise and unambiguous messages to teachers</i>	4.34	0.66	Strongly Agree
<i>...respects the rights and dignity of teachers in the school</i>	4.56	0.55	Strongly Agree
<i>Weighted Mean</i>	<i>4.74</i>		
<i>SD</i>	<i>0.52</i>		
<i>Verbal Interpretation</i>	<i>Always</i>		

Table 1 shows the level of school heads' communication styles as perceived by the teachers in terms of assertive. Also shows the statements, mean, standard deviation and remarks.

The school head leads school conversations, advocates for school rights when necessary, and respects the

dignity of teachers. The mean (M = 4.56) suggests a high level of communication style in terms of assertive. Also, fluency in idea elucidation is displayed by the school heads. While the mean is slightly lower (M = 4.32), it still indicates the positive satisfaction of the teacher with the communication style in terms of assertiveness by the school heads.

The level of school heads' communication styles as perceived by the teachers in terms of assertive attained a weighted mean score of 4.74 and a standard deviation of 0.52 and was verbally interpreted as *always* among the respondents.

The data from Table 1 indicates that teachers perceive school heads as demonstrating assertive communication styles, leading school conversations, advocating for school rights, and respecting teachers' dignity. The mean scores suggest a high level of assertiveness in communication, with a consistent perception of assertive communication among respondents.

Table 2. Level of School Heads' Communication Styles as Perceived by the Teachers in Terms of Aggressive

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...does not use threats to motivate teachers to work</i>	4.10	1.30	Agree
<i>...communicates respectfully and professionally when relating to teachers</i>	4.10	1.26	Agree
<i>...recognizes and appreciates the strengths of teachers without easily finding faults in them</i>	4.02	1.33	Agree
<i>...maintains composure and addresses any issues with teachers calmly and constructively, even when displeased by their actions</i>	4.00	1.20	Agree
<i>...handles situations calmly and effectively, even when things are not happening as expected, without transferring aggression</i>	4.05	1.28	Agree
<i>...welcomes constructive confrontation and feedback from teachers during general meetings</i>	3.03	1.23	Undecided
<i>...provides constructive feedback and support to teachers when they make mistakes on the job, without using query and derogatory words</i>	4.10	1.32	Agree
Weighted Mean	4.04		
SD	1.26		
Verbal Interpretation	Often		

Tables 2 presents the perceived level of school heads' communication styles by teachers regarding aggressiveness. The highest mean score is for " does not use threats to motivate teachers to work, communicates respectfully and professionally when relating to teachers, and provides constructive feedback and support to teachers when they make mistakes on the job, without using query and derogatory words " at 4.10, indicating a agreement with this behavior. Conversely, the lowest mean score is for " welcomes constructive confrontation and feedback from teachers during general meetings " at 3.03, showing that the respondents are undecided.

The level of school heads' communication styles as perceived by the teachers in terms of aggressive attained a weighted mean score of 4.04 and a standard deviation of 1.26 and was verbally interpreted as *often* among the respondents.

Table 2 illustrates teachers' perceptions of school heads' communication styles in relation to aggressiveness. The data suggests that while school heads are generally seen positively for behaviors like not using threats and providing constructive feedback, there is uncertainty regarding their receptiveness to constructive confrontation and feedback. Overall, respondents perceive aggressiveness in communication to be common.

Table 3. Level of School Heads' Communication Styles as Perceived by the Teachers in Terms of Openness

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...talks freely with all the teachers</i>	4.66	0.53	Strongly Agree
<i>...allows teachers to express themselves in meetings freely</i>	4.61	0.63	Strongly Agree
<i>...permits the teachers to feel free to discuss challenges facing them in teaching</i>	4.63	0.54	Strongly Agree
<i>...boosts teachers even when students are not performing as expected</i>	4.44	0.71	Strongly Agree
<i>...encourages teachers to give feedback on the policies and programs of the school</i>	4.54	0.60	Strongly Agree
<i>...expresses concern for teachers' challenges in a professional way</i>	0.61	0.54	Strongly Agree
<i>...often shows a lot of understanding for other people's problems</i>	4.54	0.64	Strongly Agree
Weighted Mean	4.57		
SD	0.60		
Verbal Interpretation	Always		

Table 3 shows the perceived level of school heads' communication styles by teachers regarding openness. The highest mean score is for "talks freely with all the teachers" at 4.66, indicating a strong agreement with this behavior. The lowest mean score is for "boosts teachers even when students are not performing as expected" at 4.44, still showing a strong agreement.

The level of school heads' communication styles as perceived by the teachers in terms of openness attained a weighted mean score of 4.57 and a standard deviation of 0.60 and was verbally interpreted as *always* among the respondents.

Table 3 provides insights into teachers' perceptions of school heads' communication styles in relation to openness. The data suggests that school heads are generally seen positively for behaviors like talking freely with all teachers and boosting teachers' morale, even when students are not performing as expected. Overall, respondents perceive openness in communication to be consistent.

Based on the results of the study of Okotoni, C.A (2018), the leader intentionally fosters an environment where everyone in the organization is free to voice their thoughts and ideas on matters that have an impact on how the business is operated. To put it another way, a leader with an open communication style offers the knowledge that is required for all the employees to achieve at their highest and best levels.

Table 4. Level of School Heads' Communication Styles as Perceived by the Teachers in Terms of Inclusive

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...makes opinions counts in day-to-day decision that affect teacher's work</i>	4.66	0.53	Strongly Agree

...includes one or more teachers in the school management	4.61	0.63	Strongly Agree
...seeks for teacher's ideas and inputs in school programs.	4.63	0.54	Strongly Agree
...shows of admiration for teachers' work	4.44	0.71	Strongly Agree
...allows teachers to participate in the planning of schoolwork/policy	4.54	0.60	Strongly Agree
...provides opportunities for the Staff to be aware and have an understanding of all school procedures and policies	0.61	0.54	Strongly Agree
...makes the school environment comfortable for all the teachers	4.54	0.64	Strongly Agree
Weighted Mean	4.57		
SD	0.60		
Verbal Interpretation	Always		

Table 4 presents the perceived level of school heads' communication styles by teachers regarding inclusivity. The highest mean score is for "makes opinions count in day-to-day decisions that affect teachers' work" at 4.66, indicating a strong agreement with this behavior. The lowest mean score is for "shows of admiration for teachers' work" at 4.44, still showing a strong agreement.

The level of school heads' communication styles as perceived by the teachers in terms of inclusivity attained a weighted mean score of 4.57 and a standard deviation of 0.60 and was verbally interpreted as *always* among the respondents.

Table 4 outlines teachers' perceptions of school heads' communication styles concerning inclusivity. The data indicates that school heads are perceived positively for behaviors such as involving teachers in decision-making and showing admiration for their work. Overall, respondents perceive inclusivity in communication to be consistent.

Table 5. Level of School Heads' Leadership Styles as Perceived by the Teachers in Terms of Transformational Leadership

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...makes others feel good to be around him/her	4.54	0.55	Strongly Agree
...expresses in a few simple words what we could and should do	4.54	0.60	Strongly Agree
...enables others to think about old problems in new ways	4.44	0.55	Strongly Agree
...helps others develop themselves	4.51	0.64	Strongly Agree
...allows others to know how he /she thinks we are doing	4.56	0.50	Strongly Agree
...gives personal attention to others who seem rejected	4.54	0.50	Strongly Agree
Weighted Mean	4.52		
SD	0.56		
Verbal Interpretation	Always		

Table 5 shows the perceived level of school heads' leadership styles by teachers regarding transformational leadership. The highest mean score is for "allows others to know how he/she thinks we are

doing" at 4.56, indicating a strong agreement with this behavior. The lowest mean score is for "enables others to think about old problems in new ways" at 4.44, still showing a strong agreement.

The level of school heads' leadership styles as perceived by teachers regarding transformational leadership attained a weighted mean score of 4.52 and a standard deviation of 0.56 and was verbally interpreted as *always* among the respondents.

Table 5 presents teachers' perceptions of school heads' leadership styles in terms of transformational leadership. The data indicates that school heads are perceived positively for behaviors such as allowing others to know their thoughts and enabling others to think about old problems in new ways. Overall, respondents perceive transformational leadership in school heads to be consistent.

Table 6. Level of School Heads' Leadership Styles as Perceived by the Teachers in Terms of Delegative Leadership

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...allows teachers to work my problems out in their own way</i>	4.15	0.88	Agree
<i>...stays out of the way as the teachers do their work</i>	4.15	0.65	Agree
<i>...allows the teachers to appraise their work</i>	4.37	0.58	Strongly Agree
<i>...gives me complete freedom to solve problems on my own</i>	4.39	0.59	Strongly Agree
<i>...prefers to give little input to teachers in most situations</i>	4.22	0.76	Strongly Agree
<i>...feels it's best to leave subordinates alone in general</i>	3.95	0.92	Agree
<i>Weighted Mean</i>	<i>4.20</i>		
<i>SD</i>	<i>0.73</i>		
<i>Verbal Interpretation</i>	<i>Always</i>		

Table 6 presents the perceived level of school heads' leadership styles by teachers regarding delegative leadership. The highest mean score is for "gives me complete freedom to solve problems on my own" at 4.39, indicating a strong agreement with this behavior. The lowest mean score is for "feels it's best to leave subordinates alone in general" at 3.95, showing agreement.

The level of school heads' leadership styles as perceived by teachers regarding delegative leadership attained a weighted mean score of 4.20 and a standard deviation of 0.73 and was verbally interpreted as *always* among the respondents.

Table 6 outlines teachers' perceptions of school heads' leadership styles concerning delegative leadership. The data indicates that school heads are perceived positively for behaviors such as giving complete freedom to solve problems and leaving subordinates alone in general. Overall, respondents perceive delegative leadership in school heads to be consistent.

Table 7. Level of School Heads' Leadership Styles as Perceived by the Teachers in Terms of Authoritative Leadership

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...believes that teachers need to be supervised closely we are not likely to do our work</i>	3.98	1.01	Agree
<i>...has a confidence that teachers must be given rewards or</i>			

<i>punishments to motivate teachers to achieve organizational objectives</i>	4.15	0.73	Agree
<i>...gives the needed direction when teachers feel insecure about their work</i>	4.10	0.77	Agree
<i>...believes that he/she is the chief judge of the achievements of colleagues</i>	3.95	0.97	Agree
<i>...gives orders and clarifies procedures</i>	4.34	0.82	Strongly Agree
<i>...thrusts that most of teachers in the general population are lazy</i>	3.61	1.30	Agree
Weighted Mean	4.02		
SD	0.93		
Verbal Interpretation	Often		

Table 7 presents the perceived level of school heads' leadership styles by teachers regarding authoritative leadership. The highest mean score is for "gives orders and clarifies procedures" at 4.34, indicating a strong agreement with this behavior. The lowest mean score is for "trusts that most of teachers in the general population are lazy" at 3.61, still showing agreement.

The level of school heads' leadership styles as perceived by teachers regarding authoritative leadership attained a weighted mean score of 4.02 and a standard deviation of 0.93 and was verbally interpreted as *often* among the respondents.

Table 7 illustrates teachers' perceptions of school heads' leadership styles in terms of authoritative leadership. The data indicates that school heads are perceived positively for behaviors such as giving orders and clarifying procedures. However, there is agreement among respondents regarding the perception that school heads trust most teachers to be lazy. Overall, authoritative leadership is perceived to occur often among school heads.

Table 8. Level of School Heads' Leadership Styles as Perceived by the Teachers in Terms of Transactional Leadership

<i>The School Head ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>...tells others what to do if they want to be rewarded for their work</i>	4.22	0.88	Agree
<i>...provides recognition/rewards when others reach their goals.</i>	4.39	0.77	Agree
<i>...calls attention to what others can get for what they accomplish.</i>	4.27	0.78	Strongly Agree
<i>...is always satisfied when others meet agreed-upon standards</i>	4.46	0.55	Strongly Agree
<i>...as long as things are working, he/she does not try to change anything</i>	4.29	0.46	Strongly Agree
<i>...tells the teachers the standards they have to know to carry out our work</i>	4.24	0.77	Agree
Weighted Mean	4.31		
SD	0.70		
Verbal Interpretation	Always		

Table 8 presents the perceived level of school heads' leadership styles by teachers regarding transactional leadership. The highest mean score is for "is always satisfied when others meet agreed-upon standards" at 4.46, indicating a strong agreement with this behavior. The lowest mean score is for "tells others

what to do if they want to be rewarded for their work" at 4.22, still showing an agreement.

The level of school heads' leadership styles as perceived by teachers regarding transactional leadership attained a weighted mean score of 4.31 and a standard deviation of 0.70 and was verbally interpreted as *always* among the respondents.

Table 8 outlines teachers' perceptions of school heads' leadership styles concerning transactional leadership. The data suggests that school heads are perceived positively for behaviors such as being satisfied when others meet standards. However, there is agreement among respondents regarding the perception that school heads tell others what to do to be rewarded for their work. Overall, transactional leadership is perceived to occur always among school heads.

Table 9. The Extent of School Culture with regards to Collaborative leadership

<i>STATEMENTS...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Leaders value teachers' ideas</i>	4.63	0.49	Strongly Agree
<i>Teachers maintain a current knowledge base about the learning process</i>	4.46	0.50	Strongly Agree
<i>Teachers are involved in the decision-making process</i>	4.44	0.59	Strongly Agree
<i>Leaders in our school facilitate teachers working together</i>	4.56	0.50	Strongly Agree
<i>Teachers work together to develop and evaluate programs and projects</i>	4.61	0.49	Strongly Agree
<i>Teachers work cooperatively in groups</i>	4.41	0.55	Strongly Agree
Weighted Mean	4.52		
SD	0.52		
Verbal Interpretation	Always		

Table 9 presents the perceived extent of school culture with regards to collaborative leadership. The highest mean score is for "leaders value teachers' ideas" at 4.63, indicating a strong agreement with this aspect of school culture. The lowest mean score is for "teachers work cooperatively in groups" at 4.41, still showing a strong agreement.

The level of school heads' leadership styles as perceived by teachers regarding collaborative leadership attained a weighted mean score of 4.52 and a standard deviation of 0.52 and was verbally interpreted as *always* among the respondents.

Table 9 illustrates the perceived extent of school culture regarding collaborative leadership. The data indicates that teachers strongly agree that leaders value their ideas, indicating a positive aspect of school culture. However, there is also a strong agreement that teachers work cooperatively in groups, suggesting a consistent collaborative environment. Overall, collaborative leadership is perceived to occur always within the school culture.

Table 10. The Extent of School Culture with regards to Collegial Support

<i>STATEMENTS...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Leaders and teachers spend considerable time planning together</i>	4.37	0.66	Strongly Agree
<i>Teachers take time to observe each other teaching</i>	4.34	0.62	Strongly Agree

Leaders support risk-taking and innovation in teaching	4.49	0.55	Strongly Agree
Leaders take time to praise teachers who perform well	4.56	0.55	Strongly Agree
Leaders support risk-taking and innovation in teaching	4.56	0.50	Strongly Agree
Leaders in this school trust the professional judgments of teachers	4.44	0.55	Strongly Agree
Weighted Mean	4.46		
SD	0.57		
Verbal Interpretation	Always		

Table 10 presents the perceived extent of school culture with regards to collegial support. The highest mean score is for "leaders take time to praise teachers who perform well" at 4.56, indicating a strong agreement with this aspect of school culture. The lowest mean score is for "teachers take time to observe each other teaching" at 4.34, still showing a strong agreement. The standard deviation is 0.57, with an overall weighted mean for all items of 4.46, suggesting that this collegial support school culture is perceived to occur *always*.

Table 10 outlines the perceived extent of school culture regarding collegial support. The data indicates a strong agreement among teachers that leaders take time to praise well-performing teachers, highlighting a positive aspect of school culture. Additionally, there is also strong agreement that teachers take time to observe each other teaching, indicating a supportive environment. Overall, collegial support within the school culture is perceived to occur *always*.

Table 11. The Extent of School Culture with regards to Unity of Purpose

<i>STATEMENTS...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school mission provides a clear sense of direction for teachers	4.59	0.55	Strongly Agree
Teachers support the mission of the school	4.66	0.48	Strongly Agree
Teachers understand the mission of the school	4.59	0.55	Strongly Agree
The school mission statement reflects the values of the community	4.59	0.50	Strongly Agree
Teaching performance reflects the mission of the school	4.56	0.50	Strongly Agree
Administrators protect instruction and planning time	4.56	0.55	Strongly Agree
Weighted Mean	4.59		
SD	0.52		
Verbal Interpretation	Always		

Table 11 presents the perceived extent of school culture regarding unity of purpose. The highest mean score is for "teachers support the mission of the school" at 4.66, indicating a strong agreement with this aspect of school culture. The lowest mean score is for "administrators protect instruction and planning time" at 4.56, still showing a strong agreement. The standard deviation range is 0.52, with an overall weighted mean for all items of 4.59, suggesting that this unity of purpose in school culture is perceived to occur *always*.

Table 11 illustrates the perceived extent of school culture regarding unity of purpose. The data indicates a strong agreement among teachers that they support the school's mission, highlighting a unified sense of purpose within the school. Additionally, there is also a strong agreement that administrators protect instruction and planning time, indicating a supportive environment for teachers. Overall, unity of purpose within the school culture is perceived to occur always.

To test the significant relationship between the school heads' communication styles and the school culture in terms of collaborative leadership, collegial support and unity of purpose they were treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Table 12. Significant Relationship between the School Heads' Communication Styles and the School Culture

		School Culture (DV)		
		Collaborative leadership	Collegial support	Unity of Purpose
Communication Styles (IV)				
Assertive:	Pearson Correlation	0.59**	0.53**	0.64**
	Significance(2-Tailed)	<.001	<.001	<.001
	N	41	41	41
Aggressive:	Pearson Correlation	0.37	0.25	0.41**
	Significance(2-Tailed)	.019	.122	.008
	N	41	41	41
Open:	Pearson Correlation	0.63**	0.67**	0.84**
	Significance(2-Tailed)	<.001	<.001	<.001
	N	41	41	41
Inclusive:	Pearson Correlation	0.67**	0.71**	0.70**
	Significance(2-Tailed)	<.001	<.001	<.001
	N	41	41	41

The correlation coefficients measure the strength and direction of the relationship between the school heads' communication styles and the school culture. A positive correlation indicates that as school heads' communication styles increase, school culture also tends to increase.

Correlations were computed among four communication style on data for 41 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.53 to 0.84, indicating a medium to very strong positive relationship between the school heads' communication styles and the school culture. This suggests that school heads who protect teachers' rights, uphold their dignity, inspire them with threats, and include teachers in management, promote open communication, and accept criticism tend to advocate for teachers in a collaborative educational environment, valuing teachers' ideas, involving them in decision-making, and fostering innovation, guided by the school's mission and prioritizing instructional planning.

Overall, the contrast highlights the importance of genuine support and positive leadership in creating a collaborative and effective educational atmosphere.

Thus, the findings emphasize the importance of genuine support and positive leadership in creating a collaborative and effective educational atmosphere. Schools should focus on developing communication styles that promote trust, respect, and collaboration among all stakeholders.

Table 13. Significant Relationship between the School Heads' Leadership Styles and the School Culture

Leadership Styles (IV)		School Culture (DV)		
		Collaborative leadership	Collegial support	Unity of Purpose
Transformational:	Pearson Correlation	0.74**	0.73**	0.70**
	Significance(2-Tailed)	<.001	<.001	<.001
	N	41	41	41
Delegative:	Pearson Correlation	0.27	0.55	0.30
	Significance(2-Tailed)	.083	<.001	.057
	N	41	41	41
Authoritative:	Pearson Correlation	0.16	0.39**	0.83**
	Significance(2-Tailed)	.333	.011	<.001
	N	41	41	41
Transactional:	Pearson Correlation	0.45**	0.62**	0.28**
	Significance(2-Tailed)	.003	<.001	.080
	N	41	41	41

The correlation coefficients measure the strength and direction of the relationship between the school heads' leadership styles and the school culture. A positive correlation indicates that as school heads' leadership styles increase, school culture also tends to increase.

Correlations were computed among four leadership style on data for 41 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.16 to 0.83, indicating a very low to very strong positive relationship between the school heads' leadership styles and the school culture. This suggests that the school head is a leader who fosters positive relationships, encourages problem-solving, and helps others develop themselves. They provide guidance, support, and recognition for their work, and they believe in close supervision, rewards, and punishments to motivate teachers and maintain a positive work environment. They are satisfied when others meet agreed-upon standards and do not attempt to change anything tend to support teachers in a cooperative learning environment by giving priority to instructional preparation, appreciating their input, including them in making decisions, and encouraging creativity while adhering to the school's vision.

On the other hand, the correlation coefficients ranged from 0.27 to -0.55, indicating a low to medium positive relationship between the school heads' leadership styles and the school culture with regards to delegative. This implies that the absence of monitoring and responsibility in the school head's hands-off policy, which lets teachers assess their own work, creates a chaotic atmosphere and inadequate leadership that tends to be an insufficient approach to creating a cooperative learning environment in the classroom, where school heads need to value the perspectives of teachers while ignoring their involvement, leading to inadequate education.

Table 14. Strategic Plan for Improving Interpersonal Relationships in Public Secondary Schools in Majayjay, Laguna

Goals	Objectives	Strategic Plan	Measurement
Improve Communication Among Stakeholders	Increase awareness of the importance of communication	Conduct seminars and workshops on effective communication skills	Pre- and post-seminar surveys to measure knowledge and attitude change towards communication
	Enhance listening skills among teachers and school heads	Provide training sessions on active listening techniques	Observation and feedback from peers on improved listening skills
	Implement regular feedback mechanisms	Establish suggestion boxes and online feedback forms	Analyze feedback data to identify areas for improvement and implement changes as needed
Strengthen Leadership and Collaboration	Enhance leadership skills of school heads	Provide leadership training programs	Pre- and post-training assessments to measure improvement in leadership skills
	Promote collaborative decision-making	Establish regular meetings for school heads and teachers to discuss school policies	Survey teachers and school heads on their involvement in decision-making processes
	Encourage teamwork among staff	Organize team-building activities and workshops	Monitor teamwork through observation and feedback from participants
Create a Positive and Inclusive School Culture	Foster a culture of respect and appreciation	Recognize and reward positive behavior	Track incidents of recognition and rewards given to staff and students
	Promote inclusivity and diversity within the school	Organize cultural events and activities to celebrate diversity	Survey participants to assess their perception of inclusivity and diversity in the school environment
	Improve conflict resolution mechanisms	Conduct training sessions on conflict resolution techniques	Monitor the number of reported conflicts and their resolutions
Enhance Professional Development Opportunities	Provide ongoing training and development opportunities	Offer workshops, seminars, and online courses	Track attendance and participation rates in professional development activities
	Encourage peer mentoring programs	Pair experienced teachers with new teachers for mentorship	Survey participants to evaluate the effectiveness of the mentoring program
	Support career advancement and growth	Offer guidance and resources for further education and career development	Monitor the number of teachers pursuing further education and their career advancements

This strategic plan outlines several goals and corresponding objectives aimed at improving communication, strengthening leadership and collaboration, creating a positive and inclusive school culture, and enhancing professional development opportunities within the school. Each goal is supported by specific strategies and corresponding measurement methods to track progress and effectiveness.

For the goal of improving communication among stakeholders, the plan includes objectives such as increasing awareness of the importance of communication, enhancing listening skills, and implementing regular feedback mechanisms. Strategies include conducting seminars and workshops, providing training sessions, and establishing feedback mechanisms. The measurement methods include pre- and post-seminar surveys, observation and feedback from peers, and analyzing feedback data.

To strengthen leadership and collaboration, the plan includes objectives to enhance leadership skills, promote collaborative decision-making, and encourage teamwork among staff. Strategies include providing leadership training programs, establishing regular meetings, and organizing team-building activities. Measurement methods include pre- and post-training assessments, surveys of involvement in decision-making processes, and monitoring teamwork through observation and feedback.

For creating a positive and inclusive school culture, the plan includes objectives to foster a culture of respect and appreciation, promote inclusivity and diversity, and improve conflict resolution mechanisms. Strategies include recognizing and rewarding positive behavior, organizing cultural events, and conducting training sessions on conflict resolution techniques. Measurement methods include tracking incidents of recognition and rewards, surveying participants on perception of inclusivity and diversity, and monitoring reported conflicts and their resolutions.

Finally, for enhancing professional development opportunities, the plan includes objectives to provide ongoing training and development opportunities, encourage peer mentoring programs, and support career advancement and growth. Strategies include offering workshops, seminars, and online courses, pairing experienced teachers with new teachers for mentorship, and offering guidance and resources for further education and career development. Measurement methods include tracking attendance and participation rates in professional development activities, surveying participants to evaluate the effectiveness of the mentoring program and monitoring the number of teachers pursuing further education and their career advancements. Overall, this strategic plan provides a comprehensive approach to improving various aspects of the school environment, with clear goals, objectives, strategies, and measurement methods to ensure effectiveness and progress tracking.

4. Conclusion and Recommendations

In interpretation of the aforementioned findings, the study has drawn the following conclusion:

The correlation coefficients between school heads' communication styles and school culture indicate a strong positive relationship, suggesting that as school heads' communication styles improve, the school culture tends to improve as well. This highlights the importance of positive leadership and supportive communication in creating a collaborative and effective educational atmosphere. Specifically, school heads who protect teachers' rights, uphold their dignity, inspire without using threats, and include teachers in decision-making are more likely to advocate for teachers in a collaborative environment.

Additionally, promoting open communication and accepting criticism are key factors in fostering innovation and guiding the school's mission, while prioritizing instructional planning. Overall, these findings emphasize the significance of developing communication styles that promote trust, respect, and collaboration among all stakeholders within the educational setting.

The correlation analysis between school heads' leadership styles and school culture highlights a significant positive relationship, indicating that as leadership styles improve, school culture tends to improve

as well. The study, based on data from 41 teachers, found correlation coefficients ranging from 0.16 to 0.83, showing a varied but generally positive impact of leadership styles on school culture. School heads who foster positive relationships, encourage problem-solving, and support teacher development tend to contribute positively to school culture. They prioritize in decision-making and, value teacher input, include teachers in decision-making, and encourage creativity within the framework of the school's vision. However, there is a need for caution regarding delegative leadership, as a hands-off approach can lead to a chaotic atmosphere and inadequate leadership, impacting the creation of a cooperative learning environment. Overall, the findings underscore the importance of active leadership that values teachers' perspectives, encourages collaboration, and maintains a positive and supportive educational environment to enhance school culture.

Based on the correlation analysis conducted in this study, both hypotheses are rejected. The results indicate a significant relationship between school heads' communication styles and the school culture, as well as between school heads' leadership styles and the school culture in public secondary schools in Majayjay, Laguna. The correlation coefficients showed varying degrees of positive relationships, suggesting that as school heads' communication and leadership styles improve, the school culture tends to improve as well. These findings underscore the importance of effective communication and leadership in shaping a positive school culture.

Based on the findings and conclusions made, the following recommendations were forwarded

Firstly, to Department of Education. Implement leadership training programs for school heads focusing on effective communication, collaborative decision-making, and innovative leadership practices. Provide ongoing professional development opportunities to enhance leadership skills.

Next to School Heads. Encourage and establish open and transparent communication channels between yourself, teachers, students, and other stakeholders. Create regular opportunities for feedback and dialogue to address issues and improve relationships within the school community.

Lastly, to Teachers. Actively seek opportunities for professional growth and development. Attend training sessions, workshops, and seminars to enhance your skills and knowledge in education and leadership.

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