

Predictive Model on Leadership Skills of School Heads towards School Climate in Cluster 3, Davao City Division

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Abstract

The purpose of the study was to determine which combination of leadership skills (administrative skills, interpersonal skills, and conceptual skills) best predicts the school climate in Sta. Ana District, Davao City Division. A total of Seventy-four teachers were utilized as the respondents of the study using Tabachnick and Fidell (2007) calculation of sample size in running regression analysis. The study utilized a descriptive-correlational design. An adapted survey questionnaire was utilized, which centered on the leadership skills of school heads and the school climate. The results showed that school heads' administrative leadership skills were moderate, their interpersonal skills received a high mean rating, and their conceptual skills received a moderate mean rating. Moreover, the school climate in Cluster 3, Davao City Division, received a high mean rating for protecting instructional time, maintaining high visibility, and promoting professional development. Meanwhile, developing and enforcing academic standards has a mean score equivalent to moderate. According to the analysis results, the school head's leadership skills, namely administrative skills, interpersonal skills, and conceptual skills, best predicted the school climate in Cluster 3, Davao City Division. Further, the result indicates that for every unit increase in the three domains of leadership skills of school heads, the school climate will increase by holding other factors constant. Thus, this study recommends school heads prioritize improving their resource allocation abilities through targeted training and development efforts. They should also continue to build a friendly and collaborative classroom atmosphere, drawing on their demonstrated interpersonal skills.

Keywords: leadership skills, school climate, predictive model, school head, Department of Education



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INTRODUCTION

Within the complex web of educational environments, the concept of school climate emerges as an essential element that affects the experiences of school heads, educators, and students. School climate is defined as the collaborative perceptions, dispositions, and engagements that occur among members of a school community. It includes aspects such as security, inclusiveness, and the caliber of connections among relevant parties. This comprehensive framework goes beyond educational successes and acknowledges the significant impact that a supportive environment can have on the development of social and emotional skills, motivation, and general welfare. However, due to their complex nature, a thorough understanding of the constantly changing and multifaceted dynamics that define school climate requires an in-depth investigation.

On a study conducted in Malaysia by Kean et al., (2017) revealed the correlation between school climate and leadership practices. The research was based on a survey of 384 secondary school teachers and yielded similar results. Kean et al. suggested prioritizing school head leadership practices that impact school climate, including the ongoing improvement of instruction, teamwork, and school atmosphere. Despite numerous efforts to comprehend the concept of a healthy school climate, Southeast Asia lacks published research in this area. In the meantime, Wang et al., (2013) investigated the influence of school climate on student well-being and academic engagement in Chinese middle schools. Their findings correlated a positive school climate, defined as supportive relationships between students and instructors, with increased academic motivation and decreased school-related stress. The study offers important insights that can guide the creation of customized interventions to improve student well-being and academic engagement in other educational environments globally by

concentrating on the particular dynamics of school climate in this cultural setting.

In the Philippines, a study conducted by Reyes et al., (2022) explored the various aspects of school climate in public elementary schools. The study looked into safety, relationships, and the learning environment, among other things. The results of their research emphasized the significant influence that a school's climate has on academic performance, social-emotional growth, and student engagement. Furthermore, the study identified specific areas that could enhance a more conducive learning environment, such as promoting a positive and inclusive school culture and improving teacher-student relationships. In Davao, Apostol and Delos Santos (2023) aimed to determine the mediating effect of school climate on the relationship between academic self-concept and student engagement in public secondary schools that offer the Senior High School Program. The research findings indicated that the mean scores for academic self-concept, student engagement, and school climate were all quite high. Additionally, the researcher observed a significant correlation between academic self-concept and student engagement, found a significant relationship between academic self-concept and school climate, and found a significant relationship between student engagement and school climate. In conclusion, the findings demonstrated that school climate partially mediated the association between academic self-concept and student engagement.

The aforementioned statements suggest that significant research is required to delve into its multifaceted nature and identify the determinants of its development and survival. This prompted the researcher to consider potential strategies for assisting this type of learner. Gaining a comprehensive understanding of the complex relationship between leadership practices and school climate carries substantial implications for initiatives related to professional development, educational policy, and school enhancement. The aforementioned indicators motivated the researcher to conduct this study in order to

evaluate school heads' leadership skills and the school climate.

The specific objectives of the study are the following: a) to determine how the respondents agree on the leadership skills of school heads in Cluster 3, Davao City Division, in terms of administrative skills, interpersonal skills, and conceptual skills. b) to determine how the respondents agree on the school climate in Cluster 3, Davao City Division, in terms of protecting instructional time, maintaining high visibility, promoting professional development, and developing and enforcing academic standards. Further, c) to determine which combination of leadership skills (administrative skill, interpersonal skill, and conceptual skill) best predicts the school climate in Cluster 3, Davao City Division.

At .05 level of significance, the following hypothesis was tested: None of the combination of leadership skills (administrative skill, interpersonal skill, and conceptual skill) best predicts the school climate in Cluster 3, Davao City Division

From a focused perspective, the study is significant for the Department of Education to create educational leadership policies. By understanding which leadership qualities promote healthy school climates, policymakers can create best practices, training programs, professional development, and leadership standards for school reform. Further, understanding how leadership abilities affect school climate can help teachers comprehend expectations, support networks, and cooperation opportunities. This knowledge can help teachers work better with principals, improve school culture, and fight for the resources and support they need. And by providing a supportive learning environment, the study could boost students' academic achievement, social and emotional development, and well-being. Effective leadership practices that promote a positive school climate, such as high expectations, student engagement, and a safe and inclusive learning environment, can help students learn better.

The conceptual framework depicting the interaction of the study's variables was illustrated in Figure 1. The leadership skills of school heads in terms of administrative skill, interpersonal skill, and conceptual skill constituted the independent variables. Alternatively, school climate in terms of protecting instructional time, maintaining high visibility, promoting professional development, and developing and enforcing academic standards constituted the dependent variable of the research.

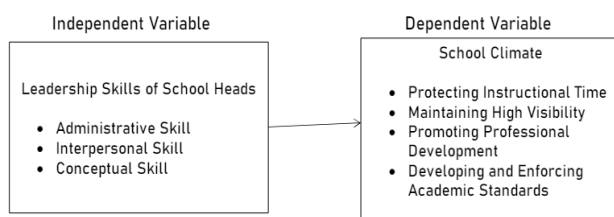


Figure 1
Conceptual Framework

LITERATURES

Presented in this section are the various readings culled from online books, journals, and internet sources which have bearing to the present study regarding leadership skills of school heads and school climate in Cluster 3, Davao City Division.

Leadership skills of School Heads. Leadership is the process by which a person interacts with others or establishes a relationship that increases the motivation and morale of both followers and leaders, using a variety of strategies. Perceptual differences and a wide range of objectives test the leadership abilities of a school head. The head of school must be a manager with a set of skills that lead to team cohesion and guide the group toward a shared objective (Sarwar et al., 2022). In times of crisis, good leaders can lead with their eyes open. Politicians, on the other hand, are so risk-averse that they refuse to see the realities in potentially disastrous situations. Others are so cynical about every turn of events that they miss out on opportunities for growth and advancement. However, a leader who pays attention to pertinent data recognizes both opportunities and potential disasters. Such a

leader looks for signs of declining resilience in his or her organization and works to strengthen it (Harris & Jones, 2020).

Scholars investigated the leadership experiences of school head teachers and their responsibilities in leadership. According to prior research, school leaders should cultivate meaningful relationships with stakeholders in order to foster trust amongst and among their stakeholders, which include but are not limited to teachers, students, parents, and school leaders. School heads must also learn skills to meet growing job duties, as well as increase mentoring and professional growth. Furthermore, as instructional leaders, school heads should prioritize teaching and learning in schools. Instructional leadership plays a vital role in managing changes in 21st-century education in order to preserve the quality of existing education in the country. School heads' responsibilities are complex in terms of decision-making and meeting new demands, but the basic duty of a school head is to oversee teaching and learning (Mestry, 2017).

School head administrative skills are a set of abilities or procedures used by the school head to manage educational institutions, such as direction, planning, leadership, and control of individual actions in order to achieve institutional goals. The school head manages the school's material resources and evaluates student performance using his or her administrative skills. School head administrative skills are a set of strategies and tactics used by school leaders to motivate students to engage gladly and enthusiastically toward group goals for the betterment of the educational institution (Haris et al., 2018).

Moreover, Hoerr (2005) highlighted the value of interpersonal skills in effective school leadership. He explores several facets of interpersonal interactions, such as communication, empathy, and conflict resolution, and how these affect trust and collaboration in the school community. Hoerr offers practical ideas and tactics to help school leaders improve their interpersonal skills and establish healthy connections with students,

staff, parents, and other stakeholders. Hoerr emphasizes the importance of interpersonal skills in establishing a supportive and inclusive school culture conducive to learning and growth, using real-world examples and insights from his long experience as a school leader.

The study conducted by Leinhardt (2019) examined conceptual skills necessary for effective leadership. The author defines conceptual skills as the capacity to discern and interpret intricate circumstances, discern latent patterns and trends, and devise strategic initiatives to tackle obstacles within an organization. Northouse demonstrates through the use of theoretical frameworks and concrete examples how leaders are empowered to envisage the future, establish strategic objectives, and arrive at well-informed decisions through the application of conceptual skills. The author also provided insightful perspectives on the conceptual skills that school heads need in order to navigate the complexities of educational leadership.

School Climate. School climate is an almost lasting feature of the school environment that teachers, students, and staff perceive as affecting their behavior in schools. A school's climate refers to its atmosphere, working circumstances, and job-related requirements. Climate is a unique phenomenon that lends itself to quantitative research. Many researchers suggested that elements related to school climate, such as social support, caring classrooms, teacher dedication, and student-teacher relationships, are not only desirable but also necessary for positive behavioral change (Zullig et al., 2020).

Policies and enforcement techniques that reduce tardiness, absenteeism, and truancy boost students' learning time. School heads can also increase student learning opportunities by protecting classroom instructional time from interruptions caused by public address announcements, collaborating with teachers to develop more effective classroom management and instructional practices, and reducing the number of non-instructional school activities that take up significant classroom time

(Whitaker, 2016). According to Marzano et al., (2005), protecting instructional time from interruptions is a primary function of the school head. Furthermore, better classroom management and instructional abilities are not fully utilized if teachers are often interrupted by announcements, tardy students, and office demands. School heads have authority over this area by developing and enforcing school-wide regulations regarding interruptions to classroom learning time.

Maintaining high visibility entails casual conversations with students and teachers, as well as informal classroom visits. School head presence and visibility across the school have long been recognized as critical to school performance. In fact, children felt that visible and approachable school heads had a good impact on their academic performance. The circumstances in which the school head is perceived to give teachers and pupils with one indicator of his or her priorities. Although a considerable percentage of the school head's time may be beyond his or her control, the head can establish priorities for how the remaining time will be spent. Visibility on campus and in classrooms encourages contact between school heads and students, as well as teachers. This can improve student conduct and classroom learning (Gentilucci & Muto, 2022).

According to Reed and Johnson (2020), effective school heads provide feedback to teachers, allowing them to grow and develop professionally. They empower the teachers and staff through reward and recognition both intrinsic and extrinsic. A good school head gives teachers and students training, seminars, conferences, workshops, and other services to help them meet organizational requirements. They simplify methods and reinforce excellent interactions at school. Building compassionate relationships allows the school head to care for both persons inside and outside the school. Moreover, effective school heads maintain and communicate with students, parents, coworkers, school leaders, supervisors, board members, and the community who have a direct or indirect connection to the teaching profession. They promote collegiality and

collaboration among stakeholders in order to earn respect and credibility. They bring together instructors to strengthen professional dedication while reducing doubt, competition, and uncertainty among teachers and other school heads (Reed & Johnson, 2020).

In productive classrooms and schools, all students are held to high expectations. These expectations are incorporated in school-wide rules and standards, as seen by the behavior observed by adults throughout the school. School heads indirectly encourage high expectations for students by holding themselves and their staff to high standards. Furthermore, they directly define school-wide expectations through the policies they create in areas such as grading, reporting student progress, promotion, retention, remediation, student grouping, and classroom instructional techniques (Bransford et al., 2020). School heads, as instructional leaders, are ultimately responsible for guiding the development, implementation, and evaluation of a set of clear instructional goals or standards for their schools—broad general outcomes that define what students should know and be able to do when they leave school. In addition to broad goals in every curriculum area and grade level, teachers require particular benchmarks to guide their daily lesson planning. These more defined outcomes will serve as teachers' learning roadmaps. This road map will direct the selection of materials and programs (curriculum), the types of instructional strategies and approaches used (pedagogy), and the types of formative assessments (both informal and standardized) required to determine whether students are making adequate progress in meeting the standards (Weber, 2022).

METHODOLOGY

This section dealt with the methods that the researcher undertook in the conduct of this action research study. This included the population and sampling, instrumentation, data source, and data analysis.

Population and Sampling. In this study, the respondents were the teachers in Cluster 3 of the Davao City Division. A total of seventy-four (74) teachers participated as respondents, determined using the sample size calculation method provided by Tabachnick and Fidell (2007). According to their formula for sample size in regression analysis, $n = 50 + 8(m)$, where 50 and 8 are constants and (m) represents the number of independent variables. In this study, the independent variables were the leadership skills of school heads, which were categorized into three types: administrative skills, interpersonal skills, and conceptual skills. Since there were three independent variables the formula yielded a required sample size of 74 respondents.

The selection of these seventy-four teachers was carried out using stratified random sampling. This method ensured that the sample accurately represented the various strata or subgroups within the population of teachers in Cluster 3. Stratified random sampling involves dividing the population into distinct subgroups (or strata) that share similar characteristics and then randomly selecting respondents from each subgroup. This approach enhances the representativeness of the sample by ensuring that each subgroup is proportionately represented in the final sample. By employing this sampling method, the study aimed to obtain a comprehensive and balanced perspective on the leadership skills of school heads from a diverse group of teachers, thereby increasing the reliability and validity of the research findings.

In this context, teachers from cluster 3 in the division were selected as respondents of the study. The inclusion and exclusion criteria that were noticed in this investigation were adhered to by this study accordingly. Teachers who were employed in the Cluster 3 of the Davao City Division were eligible under the inclusion criteria. In addition, these educators must be permanently employed by the institution, and they must have been with the institution for a period of time that is at least two years. In the meantime, teachers who have not yet reached two years of teaching operations and who were

not teaching in the Cluster 3 of the Davao City Division are disqualified according to the exclusion criteria.

Instrumentation. The researcher utilized an adapted survey questionnaire pertaining to Leadership skills of school heads and School climate in Cluster 3, Davao City Division. The first instrument of the study focused on the leadership skills of school heads, encompassing three indicators. The questionnaire was adapted from Hallinger and Murphy (1985) and consisted of 15-item statements. The indicators were administrative skills, interpersonal skills, and conceptual skills, each containing five items. The second questionnaire focused on school climate, which was adapted from Northouse (2009). This instrument was composed of 20-item statements. The indicators were protecting instructional time, maintaining high visibility, promoting professional development, and developing and enforcing academic standards with 5 items respectively. Moreover, these questionnaires were subjected to content validation by a panel of experts. These experts came from different institutions. The experts rated the questionnaire based on criteria. Comments and suggestions from the experts were given weight by the researcher. The instrument underwent pilot testing prior to its final administration. The leadership skills of the school head questionnaire produced a reliability index of .832, whilst the school climate questionnaire produced .967.

Data Source. In this study, specific steps were followed in gathering the data. The researcher submitted a survey request to the Dean of the Graduate School of The Rizal Memorial Colleges, Inc. and to the Office of the Division Superintendent, seeking permission to conduct the study. After obtaining approval, the approved letter was presented to the teacher-respondents. Prior to administering the questionnaire, it was subjected to content validation by a panel of experts. These experts were provided with a validation sheet to assess the items based on certain criteria. This validation was conducted via a face-to-face setup. The experts affixed their signatures on

the form and indicated their responses and comments. Following the validation test, pilot testing was administered to 30 selected teachers who were not part of the study's official respondents. The purpose of the pilot testing was to assess the reliability of the instrument, and it was conducted face-to-face.

Subsequently, survey questionnaires were administered and distributed face-to-face to build rapport with the respondents of the study. Sufficient time was given to them to complete the survey questionnaire. The questionnaires were retrieved and collected after the teachers fully answered the items. Once completed by the teachers, the questionnaires were promptly gathered and secured for analysis. Ensuring that all responses were captured before retrieval was essential to maintain data integrity and accuracy. The results were analyzed and interpreted using statistical treatments. Data analysis was conducted through the Statistical Package for the Social Sciences (SPSS), facilitating robust statistical analysis, and enabling a thorough exploration of the data to derive meaningful insights aligned with the institution's formatting requirements.

Data analysis. The following statistical tools were used to answer the research questions: Mean was used to assess how the respondents collectively agree on the leadership skills of school heads and the school climate in Cluster 3, Davao City Division. Further, Multiple Linear Regression was used to determine which predictive variables have the ability to account for the most variance of the school climate.

RESULTS

This part highlighted the results of the study. The presentation starts from the descriptive analysis of leadership skills of school heads as well as the school climate in Cluster 3, Davao City Division. Then, the presentation ends in determining which combination of leadership skills (administrative skill, interpersonal skill, and conceptual skill) best predicts the school climate in Cluster 3, Davao City Division.

Table 1
Leadership Skills of School Heads in Cluster 3, Davao City Division

No.	Indicators	Mean	Descriptive Interpretation
1	Administrative Skill	3.28	Moderate
2	Interpersonal Skill	3.44	High
3	Conceptual Skill	3.23	Moderate
Overall		3.32	Moderate

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

Table 1 presented the data on the leadership skills of school heads concerning administrative skill, showing an overall mean rating of (3.28), interpreted as Moderate. This indicated that respondents agreed that the Leadership Skills of School Heads in terms of Administrative Skills were sometimes observed. Additionally, the Interpersonal Skills garnered an overall mean rating of (3.44), classified as High, suggesting that respondents often observed the leadership skills of school heads in terms of interpersonal skill. The overall mean rating on Conceptual Skills was (3.23), described as Moderate, indicating that respondents agreed that the leadership skills of school heads in terms of conceptual skill were sometimes observed. The overall mean rating of the Leadership Skills of School Heads was (3.32), or Moderate, indicating that respondents agreed that the leadership skills of the school heads were sometimes observed.

Table 2
School Climate in Cluster 3, Davao City Division

No.	Indicators	Mean	Descriptive Interpretation
1	Protecting Instructional Time	3.42	High
2	Maintaining High Visibility	3.47	High
3	Promoting Professional Development	3.40	High
4	Developing and Enforcing Academic Standards	3.29	Moderate
Overall		3.40	High

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

Table 2 presented the school climate in Cluster 3, Davao City Division, measured by four indicators: protecting instructional time, maintaining high visibility, promoting professional development, and developing and enforcing academic standards. The mean ratings for these indicators were as follows: protecting instructional time received a high rating of 3.42, maintaining high visibility was

rated at 3.47, characterized as high. Professional development promotion was also rated high at 3.40, while development and enforcement of academic standards received a moderate rating of 3.29. The overall mean rating of 3.40, classified as high, indicated the frequent observation of the school climate in Cluster 3, Davao City Division.

Table 3
Combination of leadership skills of school heads (administrative skill, interpersonal skill, and conceptual skill) that best predict the school climate in Cluster 3, Davao City Division

Leadership skills Of School heads	School climate					Decision @= 0.05
	Unstandardized Coefficients		Standard Coefficients		p-value	
	B	Std. Error	Beta	t-value		
Constant	2.489	.329		7.533	.000	
Administrative Skill	.480	.085	.102	1.086	.001	Reject H ₀
Interpersonal Skill	.618	.074	1.342	-13.005	.003	Reject H ₀
Conceptual Skill	.389	.085	.891	4.565	.000	Reject H ₀

Dependent Variable: School Climate
R= 0.85, R2=0.7225, F-ratio=66.844 p-value= .000

Table 3 exemplified the regression test among the leadership skills of School heads namely: administrative skill, interpersonal skill, and conceptual skill that best predicts the school climate in Cluster 3, Davao City Division. It shows an F-value of 66.84 with a p-value of .000 which is significant indicating a model fit. Meanwhile, it registers an R2 value of .7225 which implies that 72.25 percent of the school climate in Cluster 3, Davao City Division has been explained by the predictors holding other percentages not accounted for in the three dimensions. Regression coefficients display that all the domains of leadership skills of School heads predict the school climate in Cluster 3, Davao City Division. Moreover, unstandardized coefficients revealed that among the domains of leadership skills of school heads, interpersonal skill, with a coefficient of ($\beta=0.618$), exerted the most significant influence on the school climate in Cluster 3, Davao City Division, as evidenced by p-values less than .05. Consequently, the null hypothesis was rejected.

DISCUSSION

The study aimed to determine how the respondents agreed on the leadership skills of

school heads in terms of administrative skill, interpersonal skill, and conceptual skill, as well as to determine how the respondents agreed on the school climate in Cluster 3, Davao City Division. Further, data underwent psychometric analysis to draw out which combination of leadership skills (administrative skill, interpersonal skill, and conceptual skill) best predicted the school climate in Cluster 3, Davao City Division. The following were the significant findings:

Research on the administrative skills of school heads revealed that while they excelled at filling out paperwork and responding to stakeholder complaints, they struggled with finding and allocating resources. Despite their abilities to manage administrative tasks and stakeholder difficulties, the school heads' resource allocation issues suggested a need for improvement in strategic management. Moreover, the results were consistent with the study of Mislinah et al. (2019), which stated that principal administrative skills were a set of abilities or procedures used by the principal in the management of educational institutions, such as direction, planning, leadership, and control of individual activities to achieve institutional goals. The principal employed his or her administrative skills to manage the school's material resources and evaluate student success. Principal administrative skills were a set of strategies and tactics used by principals to motivate pupils to work gladly and enthusiastically toward achieving group objectives. Furthermore, to strengthen instructional supervision practices in schools, school principals should be familiar with managerial methods. They must also provide instructional leadership and grasp the school's procedures and directives.

On the leadership skills of school heads in terms of interpersonal skills showed that according to the respondents' replies, the school head's interpersonal abilities were oftentimes observed. The school head believes that respecting opponents and understanding the social dynamics within the organization is the best method to resolve conflicts. These comments demonstrate how capable the school

head is of using interpersonal skills for the benefit of the educational institution. The result is in accordance with the idea of Guerrero et al., (2018) that effective interpersonal skills are very important. Managing a team necessitates that the manager interacts effectively with each individual member of the team, as well as the team itself. Similarly, being an effective team member requires that a person be capable of working productively with peers. Also, effective interpersonal skills are very important. Managing a team necessitates that the manager interacts effectively with each individual member of the team, as well as the team itself. Similarly, being an effective team member requires that a person be capable of working productively with peers, interpersonal skills are linked to the foundation of human relationships and the ability to interact with others (Eduardo & Gabriel, 2017).

Further, on the leadership skills of school heads in terms of conceptual skills the results indicate that the school head occasionally exhibited moderate conceptual skills, promptly addressing problems as they arose, thereby demonstrating effectiveness in problem-solving. Although the school head has an easy time grasping broader perspectives, the results show moderate performance in crafting strategic plans for the educational institution. The findings support Okorie (2022) claim that conceptual skill enables leaders to think through concepts and abstractions, theorize on hypothetical scenarios, make discoveries, strategize using long- and short-term plans, and put them into action. Furthermore, the argument posits that conceptual talent primarily stems from knowledge, while high-level intellectual and mental activity necessitates vast access to organized knowledge and information for management effectiveness. All top-level managers must possess conceptual skills in order to quickly assess the true nature of circumstances and make timely judgments.

In addition, in terms of protecting instructional time, it was revealed that the school head receives a high rating for protecting instructional time as a means of fostering a

pleasant school climate in the educational setting. The school head ensures that the teacher and students remain uninterrupted during class hours. The school head also considers students who are tardy or truant, ensuring they make up for lost instructional time and face the consequences for their absence. The results above are congruent with the study of Marzano et al., (2005) in which it was stated that protecting instructional time from interruptions is a primary function of the school head. Furthermore, frequent interruptions from announcements, tardy students, and office demands prevent teachers from fully utilizing their better classroom management and instructional abilities. School heads have authority over this area by developing and enforcing school-wide regulations regarding interruptions to classroom learning time.

Also, on the school climate in Cluster 3, Davao City Division in terms of maintaining high visibility the results have revealed a high rating for the school head's leadership skills in terms of maintaining high visibility. During breaks, school heads dedicate their time to conversing with both teachers and students. The school head also visits classrooms and takes part in any extracurricular activities that involve the students and teachers. This high degree of visibility not only creates a sense of connection and rapport within the school community, but it also allows the school head to stay current on various aspects of school life, encouraging effective leadership and decision-making. The results were in agreement with a study that stated that maintaining high visibility entails casual conversations with students and teachers as well as informal classroom visits. People have long recognized the critical role of school head presence and visibility in enhancing school performance. In fact, children perceived that visible and approachable school heads positively impacted their academic performance, as they provide teachers and pupils with a clear indication of their priorities. While a significant portion of the school head's time may be out of their control, they can set priorities for their remaining time. Visibility on campus and in classrooms encourages contact

between school heads, students, and teachers. This can improve student conduct and classroom learning (Gentilucci & Muto, 2015).

On the school climate in Cluster 3, Davao City Division in terms of promoting professional development the results have revealed that the school climate has a high rating, which means that the respondents agree with the school climate in terms of promoting professional development. The school head notifies teachers about professional development opportunities and allocates time for discussing instructional issues. Moreover, the school head actively encourages collaboration among teachers to share best practices and innovative instructional approaches, further enriching the school's professional development culture. According to Reed and Johnson (2002), effective school heads provide feedback to teachers, allowing them to grow and develop professionally. They empower the teachers and staff through reward and recognition, both intrinsic and extrinsic. A good school head provides teachers and students with training, seminars, conferences, workshops, and other services to help them meet organizational requirements. They simplify methods and reinforce excellent interactions at school. Building compassionate relationships allows the school head to care for both people inside and outside of school. By fostering a supportive and nurturing environment through compassionate relationships, school leaders not only prioritize the well-being of individuals within the school community but also strengthen overall cohesion and morale, contributing to a positive and thriving educational ecosystem.

On the school climate in Cluster 3, Davao City Division in terms of developing and enforcing academic standards the presented results indicate that the respondents agree on a moderate rating for the school climate in terms of developing and enforcing academic standards, which is equivalent to sometimes observed. The school head motivates teachers and establishes benchmarks for the proportion of students expected to achieve crucial learning goals, thereby defining the expectations for

students across various grade levels. Additionally, all students in productive classrooms and schools meet high expectations. Adults throughout the school observe behavior that incorporates these expectations into school-wide rules and standards. School heads indirectly encourage high expectations for students by holding themselves and their staff to high standards. Furthermore, they directly define school-wide expectations through the policies they create in areas such as grading, reporting student progress, promotion, retention, remediation, student grouping, and classroom instructional techniques (Bransford et al., 1999).

The researcher analyzed the three domains of school heads' leadership skills to determine which combination of these variables best predicts the school climate in Cluster 3, Davao City Division. The indicators of the leadership skills of school heads include administrative skills, interpersonal skills, and conceptual skills. This comprehensive analysis aimed to provide valuable insights into how the interplay of administrative, interpersonal, and conceptual skills among school heads influences and shapes the overall climate within the educational institutions of Cluster 3, Davao City Division. Based on the results, the leadership skills of school heads, namely: administrative skill, interpersonal skill, and conceptual skill, best predict the school climate in Cluster 3, Davao City Division, by registering a p-value of .000, which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of leadership skills of school heads, the school climate will increase by 2.849, holding other factors constant. Regression coefficients show that all dimensions of school leaders' leadership skills best predict the school climate in Cluster 3, Davao City Division.

Given the analysis above and the implications it may have, the Department of Education should encourage specialized resource allocation training for school heads, particularly strategic management. A culture that encourages school heads to strengthen their interpersonal and

intellectual abilities will improve dispute resolution, problem solving, and strategic planning. These initiatives can help the department establish a pleasant school atmosphere that promotes professional growth and student success. Further, the school head shall be trained and develop resource allocation. They should also use their social skills to make the classroom inviting and collaborative. They can lead and improve the school climate by prioritizing conceptual skills, especially strategic planning. The school head must provide teachers with collaborative and best-practice professional development. Talking with the school head about instructional issues and academic standards will improve the school atmosphere and outcomes. Lately, future research will examine how school leaders might improve resource allocation and how this affects school climate. The long-term benefits of leadership skill development programs on school climate may show their efficacy in fostering healthy educational environments. Further research on these themes may reveal how leadership qualities affect school environments in different educational contexts.

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