

Leadership styles and organizational culture

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Abstract: Strong leadership and school governance are critical components of responsible and accountable public service. Leadership means influencing individuals towards positive change. This study explored and examined school heads' leadership styles and organizational culture among selected public schools in the Philippines. The study used mixed method where it selected 400 public school heads in the Philippines through purposive sampling. The study used adopted survey-questionnaire. Findings showed that public school heads consistently used authoritative and democratic leadership styles. On the other hand, the study also showed that values and beliefs, communication styles and risk tolerance were highly utilized by school heads. Apparently, there was a strong positive correlation between democratic leadership style and values and beliefs which suggests that the more the school heads used democratic styles, the more their teachers and the community could strengthen their positive values and beliefs. Thus, the study recommended future scientific investigation relative to the influence of school heads' behavior on organizational culture and school performance.

Keywords: Leadership, Governance, Style, Values, Beliefs, Organizational, Culture, School heads

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INTRODUCTION

Leadership is a critical factor in the sound and efficient school governance and administration. School heads are considered as leaders on their respective schools where they primarily exhaust their knowledge, skills and potentials for the development and continuous improvement of the school. The vital operations of the schools are commonly lead by school heads where the decisions

they rendered and the actions they play within the school are considered as best formula for effective school leadership and administration. In the context of the Philippine educational system, school heads perform vital and critical responsibilities in school management and administration. Their primary duty is to proceed with the effective delivery of instruction gearing towards the attainment of quality education.

Apparently, there are many school heads among private and public schools in the Philippines where they exercise diverse form of leadership styles in order to lead and supervise their learners. In this line, school heads are able to lead and supervise their teachers with the use of different leadership styles. In fact, as shown by the study of Rehman et al. (2019) which reveals that school heads adopted number of leadership styles such as transformational leadership and instructional leadership. It is viewed that school heads perform multifaceted roles in the schools as they are instructional leaders, curriculum experts, financial planners and advisor, general guidance counselor, school mediator and other related functions to the operations of the school.

It is in this line that school heads perform significant roles and functions for the development and continuous thrive of the school to attain excellence and quality-based education. Further, based from the study of Jamil et al. (2024) which concluded that secondary school heads most frequently practiced democratic leadership style followed by authoritative leadership style and laissez-faire style. On the other hand, based from the words of Malik et al. (2016) which reveal that leadership should be included in the curriculum of teacher education. Further, similar study shows that leadership is the best so the school heads be enabled to know and apply the styles and instructional routines and practice. Further, Minadzi and Nyame (2016) reveal that teachers largely agreed that the leadership styles of their school head teachers have effects on the classroom performance. Also, similar study shows that teachers preferred democratic, transformational, inspirational and distributed leadership styles.

Apparently, school heads are also initiators of harmonious relations within the school. They serve as role models to preserve positive school culture such as shared community values and beliefs. In this line, school heads are also leaders where they encourage the community specially teachers and learners to embrace socio-cultural dynamics brought about by the changing educational landscape. So, school heads are task to maintain and consistently monitor the positive of local culture as it may influence organizational culture within the school system. In view of these foregoing conditions, this study explored and examined school heads' leadership styles and organizational culture among selected public schools in the Philippines.

Research Objectives

This study described and examined school heads' leadership styles and their perceptions to organizational culture. Specifically, the study aimed to:

1. describe school heads leadership styles in terms of democratic, authoritative and delegative;
2. describe school heads' perceptions on organizational culture in terms of values and beliefs, communication styles and risk tolerance;

3. examine if there would be significant relationship between leadership styles and organizational culture.

METHODOLOGY

Research Design

This study utilized descriptive correlational research. In the study of Devi (2019), descriptive correlational research is defined as the type of design which is intended to describe and examine the relationships between or among two or more variables in a single group which can occur at several levels. This current work describe and examined school heads' leadership styles and organizational culture which were considered as the descriptive aspect of the study. Further, the correlational aspect of the study falls on the examination if there would be significant relationship between leadership styles of school heads and perceived organizational culture.

Respondents and Locale of the Study

The subject respondents of the study were the 400 randomly selected school heads among selected public schools in the Philippines. The selection of the respondents was based on the willingness of the school heads to participate in the study. The researchers posted a call for participants in their social media account.

Research Instrument

The study utilized an adopted survey-questionnaire which was used in the study of Guiang et al. (2025) which titled: Leadership Styles and Technical Knowledge of Public Employees in Nueva Ecija. The survey questionnaire consisted items related to the leadership styles of leaders of public institutions. On the other hand, to quantify or measure school heads' perceptions on organizational culture, the researchers developed a researcher-made survey questionnaire. This consisted 15 items relating to the organizational culture in terms of values and beliefs, communication styles and risk tolerance. Thus, the developed survey-questionnaire was subjected to pretesting. It obtained a Cronbach Alpha result of .822 which signified that the developed questionnaire was "Acceptable."

Data Analysis

After all the data have been collected, the researchers organized the data through MS Excel where the researchers used alpha numeric to organize the data. Thus, relevant statistical tools were applied in order to describe and examine school heads' leadership styles and organizational culture. Thus, to describe school heads leadership styles in terms of democratic, authoritative and delegative aspect, mean, standard deviation and overall mean were used. On the other hand, to describe school heads' perceptions on organizational culture in terms of values and beliefs, communication styles and risk tolerance, mean, standard deviation and overall mean were used. Apparently, to examine if there would be significant relationship between leadership styles and organizational culture, Pearson R was utilized.

FINDINGS AND DISCUSSION

School heads leadership styles

School heads lead and manage the school based on their leadership preferences. Variation of leadership as shown and used by school heads are normal as they are dependent on the situations or circumstances which they are confronted and compromised. Based from the results, school heads dominantly and consistently used authoritative leadership style where they direct and instruct their teachers and their subordinates on the proper and sound performance of their work. In this line, school heads are dominantly authoritative as they are being assertive on their positions and decisions which they think can positively implicate to the development of the school and the community in general. Meanwhile, school heads are also democratic as they freely engaged their subordinates to express their insights and opinions. As school head also exercise democratic leadership style, they can actually gather sufficient and rational ideas that can be of help for them in formulating significant decisions in the school. School heads practice democratic leadership so as to create a conducive environment where freedom for their subordinates are provided specially when it relates to the development of the school.

School heads are generally authoritative while also exercising democratic leadership styles. The results practically evidenced Schein's model of organizational culture where these leadership styles are used in order to shape sound and effective school leadership and governance. In this line, the results are supported by the study of Ortiz et al. (2025) which reveals that school heads' different instructional leadership styles are highly utilized in order to engage teachers in delivering effective and efficient instruction.

School heads' perceptions on the organizational culture

School heads highly utilized values and beliefs, communication styles and risk tolerance. Accordingly, values and beliefs are the most utilized as school heads embody the ideals and principles of effective and efficient governance and school leadership. Values are concretely reflected by the school heads through their actions. Their abilities to create decisions is based on the positive values they share among their subordinates. Further, one of the apparent indicators shared by school heads under values and beliefs is the imposition of active and consistent community engagement. School heads comprehensively manage and device plan that encourage stakeholders to participate actively among school programs and activities. On the other hand, school heads also employ risk tolerance whereas they are vocal with their intentions to create innovative and creative processes within the school as organization. Their risk tolerance is also highly visible in a manner of formulating and rendering decisions. Lastly, school heads impose active and relevant communication styles where they instill open communication and effective feedback mechanism. In this way, they are encouraging their subordinates to share their insights, part of which is their assessment and evaluation on the current status and performance of school heads and the school in general.

School heads highly utilized values and beliefs, risk tolerance and communication styles that are indicative of positive school culture. With these, they highly perceived that values and beliefs, risk tolerance and communication styles were vital factors to actively promote balanced and healthy organizational culture. The results evidenced Schein' model of organizational culture where it asserts that tangible and visible elements for improvements should be dealt accordingly to attain the total development of the school including its teachers, learners and other stakeholders.

The results are supported by the study of Kartal (2016) which concludes that school heads viewed institutional culture and cultural difference as vital elements for reshaping school developmental performance. Similar study also asserts that collaboration-solidarity and common history were prominent positive organizational culture.

Relationship Between Leadership Styles and Organizational Culture

Based from the results of the study, there was a strong positive correlation between democratic leadership style and values and beliefs. This indicates that the more the school heads used democratic styles, the more their teachers and community solidified their positive values and beliefs within their respective school culture. The results also indicates that school heads utilized democratic leadership styles in order to freely express their subordinates' insights and suggestions gearing towards the harmonization of ideas and actions for school development and growth. The result is supported by the study of Nedelko and Potocan (2021) which reveals that personal values of school heads affect their democratic behavior and contribute to the sustainable working and behavior of organizations. Thus, similar study also concludes that democratic ideas and leadership of school heads and their personal values practically implicated the sustainability of organizations via underlying personal values.

CONCLUSION

School heads practically utilized democratic and authoritative leadership styles in order to lead and manage their subordinates effectively. Democratic leadership style was used so as to create democratic working environment where teachers and subordinates can express their insights and input for creating significant development in the school. Along this line, authoritative leadership style was also dominantly used by school heads on the basis of providing clear directions where their subordinates are obliged to do or follow which implicated the positive attainment of school goals and objectives. Also, the study concluded that values and beliefs, communication styles and risk tolerance were highly utilized by the school heads in order to shape and continually mold positive school culture. Thus, there was a there was a strong positive correlation between democratic leadership style and values and beliefs, indicating that the more the school heads used democratic styles, the more their teachers and community solidified their positive values and beliefs within their respective school culture.

RECOMMENDATIONS

The study recommends further investigation on the different leadership strategies and means of implementing these strategies to effect positive organizational change in the school. Also, the study recommends the use of mixed method to comprehensively examine the challenges encountered by school heads in shaping positive organizational culture in their respective school. In addition, the researchers recommend the formulation and design of actual action plan or intervention plan to be crafted by school heads so as to create positive organizational culture or sustain the same.

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