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Relationship of Leadership Styles on Classroom Climate and Academic Performance of Students in Selected Private High Schools in Zone I

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Abstract

This study examined how leadership styles affect classroom climate and students' academic performance in selected private high schools in Zone I, Zambales, using a survey questionnaire as the research tool.

This study adopted a descriptive correlational approach to explore relationships between variables without implying causation. Data were analyzed using SPSS and MS Excel. Statistical tools included frequency, mean, Likert scale, ANOVA, and correlation analysis. The findings revealed that teachers agreed that they demonstrated different styles of leadership. They strongly agreed on the presence of classroom climate. The students had an outstanding academic performance during the 1st Quarter of SY 2023-2024. There was no significant difference in the classroom leadership styles of teachers when they were grouped according to profile. There was no significant difference in the perceived classroom climate when grouped according to profile. There was no significant relationship between the classroom leadership styles of teachers and the academic performance of students. There was no significant relationship between perceived classroom climate and the student's academic performance. The proposed action plan seeks to enhance teachers' leadership styles to improve classroom climate and student's academic performance.

Introduction

Have you ever wondered why there are classes that are well-behaved and there are times classes are rowdy and noisy? As teachers, we sometimes wonder what might be the best classroom management to handle our students. There are several classroom management styles namely authoritarian classroom management style, authoritative classroom management style, indulgent classroom management style, and permissive classroom management style. These styles have different effects on learning but aside from managing our students there is more to it, it is classroom leadership. There is a difference between management and leadership. According to the United Nations Relief and Work Agency for Palestine Refugees in the Near East (UNRWA), leadership emphasizes vision, motivation, future planning, and supporting the teams and individuals within a school. On the other hand, management ensures that the necessary systems and processes are in place for the

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effective daily operation of the school. Both leadership and management are crucial for the successful development of a school.

Teachers are leading the students in their academic success. Teachers need to know how to lead as it is vital in any field. According to Wahab et al. (2016) leadership is seen as a crucial element in the study of organizational behavior, acting as a dynamic force that shapes interactions between individuals and organizations.

Researchers investigating teacher leadership have employed qualitative research methods for data collection due to their explanatory characteristics. An example of this is the study conducted by Oracion (2014), which utilized semi-structured face-to-face individual and focus-group interviews. These interviews were instrumental in defining teacher leadership through the insights of both principals and teachers. The decision to use interviewing as the sole research tool was based on its flexibility, which was deemed appropriate for the objectives and nature of the study. In contrast, this current research will adopt a quantitative approach for a selected private school in Sta. Cruz, Candelaria, and Masinloc, Zambales, Philippines.

The leadership style of teachers significantly influences the classroom environment and student achievement. Different leadership styles can affect both the atmosphere of the classroom and the performance of students. Research from around the world has shown that certain leadership styles, particularly transformational leadership, can foster a positive classroom climate and enhance student achievement. However, it is important to examine how these leadership styles specifically impact classrooms in Zone 1 of the province of Zambales.

This study focuses on examining the relationship between leadership styles, classroom climate, and student achievement in Selected Private High Schools in Zone I, Zambales. By understanding how leadership styles impact the classroom environment, we can provide recommendations to improve teaching and learning practices. The findings will help us develop better strategies for educational leaders and create a positive classroom climate that supports student engagement and success.

Methodology

This research utilized a quantitative method to gather a large amount of data from participants in a short period. The researchers employed a survey questionnaire, modified using Google Forms, to facilitate data collection from various towns in Zone 1, Zambales. This study adopted a descriptive correlational research design, with the survey questionnaire serving as the primary research instrument. The instrument underwent validity testing and reliability assessment. For statistical analysis, both descriptive and inferential statistical tools were applied in this study.

Research Design

The study employed a descriptive research design, a scientific method that emphasizes the observation and description of subjects' behaviors without intervention or manipulation. Specifically, this research utilized a descriptive correlational approach to explore and elucidate the relationships between two or more variables, without asserting causality. By systematically collecting and analyzing data on at least two variables, the research seeks to identify potential connections or links between them. It is important to emphasize that the primary goal of this approach was to provide a comprehensive account of the variables and their interrelationships, without altering any factors or making causal assumptions. In essence, the descriptive correlational research enabled the researcher to closely examine these relationships. and measure the The

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variables of interest helped identify patterns and relationships that emerged from the data. Unlike other research designs, this approach does not aim to alter variables or establish cause-and-effect connections. Instead, it focuses on collecting and analyzing data to uncover meaningful insights related to the subject of study.

Participants

The participants in this research were the High School Adviser teachers from Zone 1 of the DepEd Division of Zambales. A total of seventy-three (73) advisory teachers were identified as respondents for the study. All available high school advisory teachers from private schools were selected, regardless of age, gender, or ethnicity.

Instruments

The chosen instrument for the quantitative study is an online survey questionnaire, designed using Google Forms. Google Forms, created by Google, provides a user-friendly and efficient method for gathering information through personalized surveys or quizzes. It offers a seamless experience for participants, as it is accessible via both mobile and web browsers without the need for any specialized software.

The researcher constructed the questionnaire, with its items and indicators based on *Introduction to Leadership: Concepts and Practice* by Northouse (2021) for teachers. Additionally, part of the questionnaire was adapted from the ED School Climate Surveys (EDSCLS) instructional staff survey, specifically focusing on the domain of instructional environment, mental health, and discipline.

Part four of the survey assessed the academic performance of a class during the first grading period of the school year 2023-2024, using parameters set by DepEd Order No. 8, series of 2015. The academic performance data were calculated by the advisers, and students' participation was not included in this assessment.

The research instrument underwent validity and reliability testing. Furthermore, the immediate availability of responses allows for real-time data collection, while visual aids such as charts and graphs provide a quick and comprehensive summary of the results.

Procedure

As part of the quantitative research method, a letter requesting permission to collect data for the study was sent to the School Principal. The researcher managed the distribution and retrieval of the survey questionnaires using an online platform, Messenger, as well as through QR codes. This process was conducted during the first quarter of the 2023-2024 school year. The objectives of the study were explained to the respondents, and sufficient time was provided for them to complete the survey. The confidentiality of their responses was ensured.

Results and Discussion

The frequency and percentage distribution of the teacher-respondents' profiles—including age, sex, highest educational attainment, and years of teaching experience—are presented in Table 1. The data indicates that the majority of respondents, specifically 52 individuals or 71.20%, are aged between 20 and 29 years. Conversely, only 1 respondent, accounting for 1.40%, is aged 60 years or older.

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Regarding gender, the majority of the participants are female, with 50 respondents making up 68.50%, while 23 respondents, or 31.50%, are male. This finding aligns with Francisco's (2020) research, which noted that female teachers significantly outnumber their male counterparts.

In terms of educational attainment, the majority of respondents, 64 individuals or 87.70%, hold a college degree, while 9 individuals or 12.30% possess a master's degree. Obtaining a master's degree early in a teaching career provides educators with greater flexibility in their course selection and creates opportunities for pursuing advanced-level courses, working toward a doctorate in education, and networking with other specialists in the field (Salvan & Hambre, 2020).

When examining the years of teaching experience, most teacher-respondents have less than 2 years of experience, totaling 32 individuals or 43.80%. In contrast, only 5 individuals or 6.80% have over 10 years of teaching experience. The average years of teaching experience among respondents was calculated to be 3.86 years, which can be rounded to approximately 4 years. These findings suggest that the teachers who participated in this study are relatively new to the profession, which may impact their mastery of the teaching and learning process.

Research indicates that teaching experience is positively correlated with student achievement gains throughout a teacher's career. While the most significant gains from experience occur during a teacher's initial years, benefits continue into the second and often third decades of their careers (Padolsky, 2016).

Table 1

Frequency and Percentage Distribution on the Teacher-respondents' Profile Variables

Profile Variables			Frequency (f)	Percentage (%)
Age (Years) Mean = 29.29 or 29 years old	60 & Above		1	1.40
	50 – 59		3	4.10
	40 – 49		5	6.80
	30 – 39		12	16.40
	20 - 29		52	71.20
		Total	73	100.00
Sex	Male		23	31.50
	Female		50	68.50
		Total	73	100.00
Highest Educational Attainment	Master's degree		9	12.30
	College degree		64	87.70
		Total	73	100.00
Years of Teaching Experience Mean = 3.86 or 4 years	More than 10 years		5	6.80
	Between 6 to 10 years		13	17.80
	Between 2 to 5 years		23	31.50
	Less than 2 years		32	43.80
		Total	73	100.00

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The perceived leadership styles of teachers indicate that the respondents neutrally demonstrate an authoritarian leadership style, with a computed overall weighted mean of 3.33. They strongly agreed that they demonstrate a democratic leadership style, with a computed overall weighted mean of 4.42. Additionally, they agreed on demonstrating a laissez-faire leadership style, with a computed overall weighted mean of 3.60. According to this study, explores the dominant leadership styles of online college instructors and indicates that the democratic leadership style was the most common and effective among the respondents, as shown in Table 2.

Table 2

Summary on the Perceived Leadership Styles of Teachers

	Leadership Style	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Authoritarian	3.33	Neutral	3
2	Democratic	4.42	Strongly Agree	1
3	Laissez Faire	3.60	Agree	2
	Grand Mean	3.78	Agree	

Among various leadership styles, the democratic style is particularly prominent among teachers compared to other types. A democratic classroom teacher never insults or embarrasses students; instead, they aim to be a model of good behavior. In this environment, the teacher employs techniques that encourage creative and critical thinking. Students are allowed to ask questions, fostering an atmosphere without fear or anxiety, where authority and hierarchy between teachers and students are minimized.

This leadership style promotes equal participation in the decision-making process and emphasizes a high regard for rights and freedom of thought. It focuses on respect, collaboration, and social acceptance while addressing problematic behavior through constructive solutions rather than punishment. In essence, students and the teacher work together to establish rules for behavior.

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Hasija et al. (2019) noted that there is limited empirical research on various leadership styles in the education sector. This study aims to explore the different leadership styles that should be prevalent in educational institutions and their impact on the workforce. The research concluded that a leader must understand how their leadership style affects goal achievement and must possess the necessary skills to transition smoothly between different leadership styles as needed.

Table 3

Summary on the Perceived Classroom Climate

	Classroom Climate	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Instructional Environment	3.47	Strongly Agree	2
2	Mental Health	3.39	Strongly Agree	3
3	Discipline	3.54	Strongly Agree	1
	Grand Mean	3.47	Strongly Agree	

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The summary in Table 3 highlights the perceived classroom climate. Teacher respondents strongly agreed that an instructional environment significantly influences classroom climate, with a computed overall weighted mean of 3.47. They also strongly acknowledged that mental health factors affect classroom climate, reflected in a weighted mean of 3.39. Moreover, they strongly agreed that discipline plays a role in shaping classroom climate, with a computed mean of 3.54.

It is noteworthy that among the various factors contributing to the school climate, discipline stands out as particularly significant. This underscores the importance of quality and character in school life. School climate is shaped by the experiences of students, parents, and school personnel, reflecting the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures present within the school.

Discipline is essential for maintaining order and fostering a positive learning environment in educational institutions and classrooms (Friales et al., 2023). Its impact on education and the learning process is profound, affecting students' academic performance, character development, and overall success in life. A disciplined school climate enhances the overall atmosphere, environment, and quality of life within the school, addressing aspects such as safety, relationships, and academic expectations. A strong sense of discipline serves as the foundation for academic achievement; students who follow structured routines are more likely to stay organized, manage their time effectively, and adopt productive study habits. This systematic approach improves their ability to comprehend and retain information, ultimately leading to better academic performance (Tanwar, 2024).

Table 4
Frequency and Percentage Distribution on *the Level of Academic Performance of Students during 1st Quarter SY 2023-2024*

Descriptive Equivalent	General Average	Frequency	Percentage
Outstanding	90 - 100	33	45.20
Very Satisfactory	85 - 89	38	52.10
Satisfactory	80 - 84	2	2.70
Fairly Satisfactory	75 - 79	0	0.00
Did Not Meet Expectations	Below 75	0	0.00
Total		73	100.00

Mean = 90.48 or 90 (Outstanding)

The level of academic performance of students during the first quarter of SY 2023-2024 shows that the majority of classes performed within a rating range of 85-89, with 38 or 52.10% described as very satisfactory, while only 2 or 2.70% of student classes performed within a rating range of 80-84, which had the lowest frequency of responses interpreted as satisfactory.

On average, the students had outstanding academic performance during 1st Quarter SY 2023-2024 as manifested in the computed mean of 90.48 or 90. This implies a very high level of measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. The academic performance is measured by the final grade earned by the students in the class. Intellectual ability and skills of students are reached in the academic context.

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Table 5

Analysis of Variance to Test Difference in the Leadership Styles of Teachers as to Authoritarian Leadership when Respondents are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	0.114	4	0.028	0.087	0.986	Do Not Reject Ho (Not Significant)
	Within Groups	22.140	68	0.326			
	Total	22.254	72				
Sex	Between Groups	0.737	1	0.737	2.431	0.123	Do Not Reject Ho (Not Significant)
	Within Groups	21.517	71	0.303			
	Total	22.254	72				
Highest Educational Attainment	Between Groups	0.028	1	0.028	0.090	0.765	Do Not Reject Ho (Not Significant)
	Within Groups	22.226	71	0.313			
	Total	22.254	72				
Years of Teaching Experience	Between Groups	0.458	3	0.153	0.483	0.695	Do Not Reject Ho (Not Significant)
	Within Groups	21.796	69	0.316			
	Total	22.254	72				

Tests comparing the leadership styles of teachers based on various profile variables demonstrated no significant differences. The computed significance values for authoritarian leadership in relation to age (0.986), sex (0.123), highest educational attainment (0.765), and years of teaching experience (0.695) were all greater than the 0.05 alpha level of significance. This led to the acceptance of the null hypothesis. These results indicate that there is no substantial statistically detected difference in the perceived authoritarian leadership styles of teachers based on age, sex, highest educational attainment, or years of teaching experience.

In Table 6, the same trend was observed for democratic leadership, with significance values for age (0.658), sex (0.381), highest educational attainment (0.227), and years of teaching experience (0.448) also exceeding the 0.05 threshold. These results indicate that there is no substantial statistically detected difference in the perceived democratic leadership styles of teachers based on age, sex, highest educational attainment, or years of teaching experience.

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Table 6

Analysis of Variance to Test Difference in the Leadership Styles of Teachers as to Democratic Leadership when Respondents are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	0.610	4	0.152	0.608	0.658	Do Not Reject Ho (Not Significant)
	Within Groups	17.041	68	0.251			
	Total	17.650	72				
Sex	Between Groups	0.191	1	0.191	0.778	0.381	Do Not Reject Ho (Not Significant)
	Within Groups	17.459	71	0.246			
	Total	17.650	72				
Highest Educational Attainment	Between Groups	0.362	1	0.362	1.487	0.227	Do Not Reject Ho (Not Significant)
	Within Groups	17.288	71	0.243			
	Total	17.650	72				
Years of Teaching Experience	Between Groups	0.662	3	0.221	0.896	0.448	Do Not Reject Ho (Not Significant)
	Within Groups	16.988	69	0.246			
	Total	17.650	72				

Table 7

Analysis of Variance to test difference on the Leadership Styles of Teachers as to Laissez Faire Leadership when Respondents are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	2.081	4	0.520	1.655	0.171	Do Not Reject Ho (Not Significant)
	Within Groups	21.369	68	0.314			
	Total	23.450	72				
Sex	Between Groups	0.014	1	0.014	0.042	0.838	Do Not Reject Ho (Not Significant)
	Within Groups	23.436	71	0.330			
	Total	23.450	72				
Highest Educational Attainment	Between Groups	0.463	1	0.463	1.432	0.235	Do Not Reject Ho (Not Significant)
	Within Groups	22.986	71	0.324			
	Total	23.450	72				
Years of Teaching Experience	Between Groups	2.477	3	0.826	2.716	0.051	Do Not Reject Ho (Not Significant)
	Within Groups	20.973	69	0.304			
	Total	23.450	72				

For laissez-faire leadership, the significance values for age (0.171), sex (0.838), highest educational attainment (0.235), and years of teaching experience (0.051) were similarly greater than 0.05, indicating no significant differences.

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These results indicate that there is no substantial statistically detected difference in the perceived laissez-faire leadership styles of teachers based on age, sex, highest educational attainment, or years of teaching experience. The results show that when all leadership contexts are considered, men and women do not differ in perceived leadership effectiveness (Paustian-Underdahl et. al, 2014). In contrast with the study of Esquilona (2024), Baby Boomers favored the participative leadership style (which has similarity to Democratic leadership style). In contrast, Generation X preferred the directive leadership style (which has similarity to Authoritarian leadership style). Generation Y also showed a preference for the directive style. Similarly, Generation Z favored the directive leadership style the most, which was different from this research which concludes there is no substantial difference between leadership style based on age.

Table 8

Analysis of Variance to Test Difference in the Classroom Climate as to Instructional Environment when Respondents Are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	0.953	4	0.238	1.600	0.185	Do Not Reject Ho (Not Significant)
	Within Groups	9.977	67	0.149			
	Total	10.930	71				
Sex	Between Groups	0.008	1	0.008	0.048	0.827	Do Not Reject Ho (Not Significant)
	Within Groups	10.922	70	0.156			
	Total	10.930	71				
Highest Educational Attainment	Between Groups	0.033	1	0.033	0.214	0.645	Do Not Reject Ho (Not Significant)
	Within Groups	10.897	70	0.156			
	Total	10.930	71				
Years of Teaching Experience	Between Groups	0.283	3	0.094	0.603	0.615	Do Not Reject Ho (Not Significant)
	Within Groups	10.647	68	0.157			
	Total	10.930	71				

Similarly, tests examining the differences in perceived classroom climate, when grouped by profile variables, revealed no significant differences. The significance values for the instructional environment regarding age was 0.185, sex was 0.827, highest educational attainment was 0.645, and years of teaching experience was 0.615. These results indicate that there were no statistically significant differences in the perceived classroom climate concerning instructional environment among teachers based on their age, sex, highest educational attainment, and years of teaching experience.

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Table 9

Analysis of Variance to test difference in the Classroom Climate as to Mental Health when Respondents are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	1.752	4	0.438	2.485	0.052	Do Not Reject Ho (Not Significant)
	Within Groups	11.987	68	0.176			
	Total	13.739	72				
Sex	Between Groups	.017	1	0.017	0.088	0.768	Do Not Reject Ho (Not Significant)
	Within Groups	13.722	71	0.193			
	Total	13.739	72				
Highest Educational Attainment	Between Groups	0.371	1	0.371	1.970	0.165	Do Not Reject Ho (Not Significant)
	Within Groups	13.368	71	0.188			
	Total	13.739	72				
Years of Teaching Experience	Between Groups	0.520	3	0.173	0.905	0.443	Do Not Reject Ho (Not Significant)
	Within Groups	13.219	69	0.192			
	Total	13.739	72				

For mental health, the significance values were age (0.052), sex (0.768), highest educational attainment (0.165), and years of teaching experience (0.443). These results indicate that there were no statistically significant differences in the perceived classroom climate concerning discipline among teachers based on their age, sex, highest educational attainment, and years of teaching experience.

Table 10

Analysis of Variance to Test Difference in the Classroom Climate as to Discipline when Respondents Are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	1.148	4	0.287	1.543	0.200	Do Not Reject Ho (Not Significant)
	Within Groups	12.647	68	0.186			
	Total	13.795	72				
Sex	Between Groups	0.011	1	0.011	0.056	0.814	Do Not Reject Ho (Not Significant)
	Within Groups	13.784	71	0.194			
	Total	13.795	72				
Highest Educational Attainment	Between Groups	0.228	1	0.228	1.195	0.278	Do Not Reject Ho (Not Significant)
	Within Groups	13.566	71	0.191			
	Total	13.795	72				
Years of Teaching Experience	Between Groups	0.660	3	0.220	1.156	0.333	Do Not Reject Ho (Not Significant)
	Within Groups	13.135	69	0.190			
	.	13.795	72				

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Discipline also showed no significant differences with values for age (0.200), sex (0.814), highest educational attainment (0.278), and years of teaching experience (0.333), as presented in 10. These results indicate that there were no statistically significant differences in the perceived classroom climate concerning mental health among teachers based on their age, sex, highest educational attainment, and years of teaching experience.

Table 11

Pearson Product Moment Coefficient of Correlation to Test Relationship between the Leadership Styles of Teachers and Academic Performance of Students

Sources of Correlations		Leadership Styles	Academic Performance	Decision/ Interpretation
Leadership Styles	Pearson Correlation	1	0.067	No Relationship (Do Not Reject Ho)
	Sig. (2-tailed)		0.572	
	N	73	73	
Academic Performance	Pearson Correlation	0.067	1	
	Sig. (2-tailed)	0.572		
	N	73	73	

The Pearson product-moment coefficient of correlation to test the relationship between the leadership styles of teachers and the academic performance of students is shown in Table 11. The test of the relationship between the leadership styles of teachers and the academic performance of students resulted in a computed P-value of 0.572, which is greater than the 0.05 Alpha level of significance, leading to the acceptance of the null hypothesis and indicating no significant relationship. It is similar to the result of Ligaya et. al (2024) where students' academic performance shows a negative correlation with leadership behavior focused on initiating structure and no significant relationship with leadership behavior focused on consideration.

Table 12

Pearson Product Moment Coefficient of Correlation to Test Relationship between the Classroom Climate and Academic Performance of Students

Sources of Correlations		Leadership Styles	Academic Performance	Decision/ Interpretation
Classroom Climate	Pearson Correlation	1	0.117	No Relationship (Do Not Reject Ho)
	Sig. (2-tailed)		0.326	
	N	73	73	
Academic Performance	Pearson Correlation	0.117	1	
	Sig. (2-tailed)	0.326		
	N	73	73	

Similarly, the test of the relationship between classroom climate and academic performance of students showed a computed P-value of 0.326 (Table 12), greater than the 0.05 Alpha level of significance, also indicating no significant relationship.

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Like the study of Ranđelović and Dimić (2020). The results indicate that there is no statistically significant correlation between the classroom climate components and the academic performance of sixth and eighth-grade students.

Table 13

Proposed Action Plan Based on the Result of the Study

Key Area	Objective	Specific Activities	Person(s) Involved	Time Frame	Proposed Budget
Instructional Environment	Motivate and engage students in my classes, and let them always prepare for class with the appropriate supplies and books.	Invest in the purchase of e-books to be used by students. Printed books may suffice if the population of private schools is small. Supply Checklist: Provide students with a checklist of essential supplies and materials they need for your class. This checklist should include items such as textbooks, notebooks, pens, pencils, calculators, or any other materials specific to the subject.	School Administrators Librarian Technical Working Groups (TWG)	Prior start of classes	Php 2,500,000.00 for the purchase of license e-books. If e-books were not feasible. Printed books amounting to Php 500,000 for the population of 100 students.
Mental Health	Capacitate students in handling stress.	Private schools should invest in hiring guidance counselors. Conduct guidance tests and counseling	School Administrators Teachers Parents Guidance Counselors	Monthly	Php 500,000.00 annual salary of Guidance Counselor Php 100,000.00 for testing materials

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		regularly for students. Skill-Building Activities: Include skill-building activities aimed at enhancing students' stress management abilities. These activities could involve practicing deep breathing exercises, mindfulness meditation, progressive muscle relaxation, or journaling techniques.			
Discipline	Conduct of Recognition for students for their positive behavior. Strengthen access of teachers to resources and interventions to effectively manage behavior issues in their classroom.	Quarter awarding of merit behaviors should be conducted. Online Portals: Develop an online portal or website specifically dedicated to behavior management resources. Include articles, videos, case studies, and downloadable materials that teachers can access at their convenience.	School Administrators Teachers Parents Community	Quarterly	Php 50,000.00 for purchase of materials and medals to be used in awarding ceremonies. Php 100,000 for the creation and customization of the online portal.

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The proposed action plan based on the results of the study aims to establish effective leadership styles among teachers to improve classroom climate, which will further enhance the academic performance of students. It focuses on the 3 attributes of classroom climate in this research namely instructional environment, mental health, and discipline. Motivating and engaging students in classes will lead to a more dynamic and interactive educational experience. Ensuring that students are always prepared for class with the appropriate supplies and books would result to a smoother and more productive lessons. Additionally, the investment in e-books has modernized the instructional environment, making it easier for students to access and manage their study materials.

Investing in guidance counselors and regular counseling sessions can significantly impact students' emotional and mental well-being (Vescovelli et al., 2017). These professionals play a crucial role in identifying and addressing students' issues, providing them with the necessary support and resources to thrive.

Incorporating skill-building activities into the school routine equips students with practical techniques to manage stress. Activities like deep breathing exercises, mindfulness meditation, progressive muscle relaxation, and journaling can help students develop resilience and maintain a healthy mental state. By capacitating students in handling stress, private schools can create a supportive environment that fosters both academic and personal growth

The implementation of recognition ceremonies for positive behavior has proven to be an effective strategy in promoting a disciplined and respectful school environment. Based on the study of (Fuadilah, 2019) there is a significant effect of reward on students' motivation in the aspect of teaching English, with this in mind rewarding positive behaviors might increase motivation thus the reoccurrence of it.

Strengthening teachers' access to resources and interventions is crucial for effective behavior management. Equipped with the right tools and knowledge, teachers can address behavioral issues more confidently and constructively. This support also enhances teachers' professional development and job satisfaction.

Quarterly awarding of merit behaviors provides a regular incentive for students to strive for positive behavior. This system not only rewards good conduct but also sets a clear expectation for all students, contributing to a more harmonious learning environment.

The online portal for behavior management resources is a valuable addition to the school's support system. By offering easily accessible materials, teachers can continuously improve their behavior management skills and stay updated with the latest strategies and techniques.

In conclusion, these initiatives collectively contribute to a well-disciplined and supportive school environment, benefiting both students and teachers. Future efforts could focus on expanding the resources available in the online portal and exploring additional ways to recognize and reward positive behavior.

Conclusions

Most of the teacher respondents are young adults, female, and hold college degrees, and they are relatively new to the teaching profession. They reported utilizing various styles of classroom leadership and strongly acknowledged the presence of a positive classroom climate. Students achieved excellent academic performance during the first quarter of the 2023-2024 school year.

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There was no significant difference in the classroom leadership styles of teachers—whether authoritarian, democratic, or laissez-faire—or in the perceived classroom climate regarding instructional environment, mental health, and discipline when teachers were categorized by age, gender, highest educational attainment, or years of teaching experience. Additionally, there was no significant relationship between classroom leadership styles or perceived classroom climate and students' academic performance.

These findings suggest that while teachers' leadership styles and classroom climates may support student performance, more targeted efforts are needed to make a more substantial impact. The results indicate that merely adopting different leadership styles or fostering a positive classroom climate may not be sufficient for significantly improving academic outcomes. Schools should consider providing specialized training programs to help teachers better align their leadership approaches with students' needs. The proposed action plan aims to assist teachers in enhancing their leadership styles to create a more engaging and supportive classroom environment, ultimately contributing to long-term academic success and addressing any deficiencies in current teaching practices.

Recommendations

Based on the conclusions of the study, several recommendations are proposed. Teachers should establish clear rules and regulations in the classroom to promote and support positive student behavior. Additionally, they need to be mindful of their classroom leadership style to ensure it positively affects students' academic performance. Teachers are also encouraged to provide academic support to students during lessons, which helps create a more nurturing learning environment. Assigning responsibilities to students using appropriate leadership styles can foster full participation in the learning process.

Principals must ensure that teachers adopt effective classroom leadership styles that do not instill fear in students or hinder their academic performance. To assist in this, school leaders should consider organizing educational conferences and seminars for teachers to learn and implement new effective leadership strategies. The developed action plan may be reviewed and adapted by private high schools in Zone I, Schools Division of Zambales.

Finally, further research is recommended to explore the impact of leadership styles on classroom climate and students' academic performance in private high schools. These studies could incorporate additional variables and different locations to enhance the validation of the results obtained from this study.

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