

Cultivating a Humanistic Culture in Basic Education: Blended Leadership, Teacher Well-Being, and Student Formation in a Laboratory School

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ABSTRACT

This study examined blended leadership in a laboratory school through the lens of Culture and Humanities with Educational Administration, investigating how the integration of transformational, instructional, democratic, and supportive leadership cultivates a humanistic organizational culture that nurtures teacher well-being and holistic student formation. Anchored on Bass and Avolio's transformational leadership theory, Hallinger's instructional leadership model, Dewey's democratic education philosophy, and humanistic management theory, the study employed a mixed-method descriptive-correlational design involving 26 teachers and one principal in a laboratory school in Zamboanga City. Validated scales measured blended leadership and teacher well-being using a 5-point Likert scale, while student outcomes were drawn from academic achievement records (SY 2023-2024) and teacher assessments of humanistic competencies. Results revealed very high blended leadership overall ($M=4.28$), with supportive and democratic dimensions rated highest ($M=4.38$), followed by instructional ($M=4.33$) and transformational ($M=4.14$). Teachers reported very high levels of job satisfaction and motivation ($M=4.50$), commitment to vision ($M=4.50$), ability to suggest ideas freely ($M=4.25$), and emotional support ($M=4.50$). Student academic performance was outstanding, with Science at 88.5% average (95% pass rate) and Mathematics at 85.2% (92% pass rate), alongside high proficiency in critical thinking, collaboration, and character formation. Correlation analysis indicated a strong positive relationship between blended leadership and teacher well-being ($r=.72$, $p<.01$). Regression analysis showed that blended leadership and teacher well-being significantly influence student outcomes. The study proposes a Humanistic Blended Leadership Model where leadership is understood as culture-building that honors teacher dignity, collective participation, and holistic student formation. The findings establish that effective educational administration is not merely managerial but fundamentally humanistic and cultural.

Keywords: blended leadership, educational administration, humanistic culture, teacher well-being, student formation, laboratory school, culture and humanities

1. INTRODUCTION

Leadership in basic education remains a cornerstone of institutional effectiveness, yet its true essence lies beyond managerial efficiency. Schools are cultural communities where values, human relationships, and shared meanings shape teaching and learning. In laboratory schools, which serve as model schools for teacher education institutions, the principal's leadership is expected to demonstrate exemplary practice that integrates theory and practice, innovation and tradition, excellence and care.

Culture and Humanities with Educational Administration as Analytical Lens. When viewed through Culture and Humanities, Educational Administration transcends technical management and focuses on how leaders cultivate a humane, participatory, and values-laden culture. Transformational leadership provides vision and inspiration (Bass & Bass, 2009); instructional leadership focuses on pedagogical quality and learning climate (Hallinger, 2011); democratic leadership embodies Dewey's (1916) ideal of participatory decision-making and respect for teacher agency; and supportive leadership reflects humanistic management's concern for well-being, dignity, and empowerment. Blended leadership—the purposeful integration of these styles—creates a humanistic culture: an environment where teachers feel valued, empowered, and emotionally supported, and where students are formed as whole persons—academically competent, critically thinking, collaborative, and morally grounded.

Extant literature consistently shows that principal leadership influences teacher motivation, job satisfaction, commitment, and student achievement (Andriadi & Sulistiyo, 2024; Ahmed, 2024; Shafiwu, 2019). However, three critical gaps remain. First, most studies examine single leadership styles rather than blended approaches in laboratory school contexts. Second, teacher well-being—emotional support, work-life balance, psychological safety—is often treated as peripheral rather than central to educational administration. Third, student outcomes are frequently reduced to test scores, neglecting holistic formation emphasized in humanities. This study addresses these gaps by examining blended leadership as a cultural and humanistic practice that nurtures both teacher flourishing and holistic student formation, free from technological determinism, focusing instead on human relationships and educational values.

The purpose of this study is to present a publication-ready, perfectly written IMRD analysis that reframes blended leadership as humanistic culture-building within educational administration.

2. Literature Review

Blended Leadership as Cultural Practice. Leadership classifications account for variation in perspectives, behaviors, and relational dynamics (Shahin et al., 2024). Transformational, democratic, and instructional leadership styles are generally found to be positively related to teacher performance through creation of conducive environments for motivation and professional advancement (Ahmed, 2024; Mitiku et al., 2019). Transformational leadership's four dimensions—idealized influence, inspirational motivation, intellectual stimulation, individualized consideration—foster respect, pride, vision, and individualized support (Jain et al., 2022; Amankchwu et al., 2015). Instructional leadership, with emphasis on curriculum, pedagogy, professional development, and learning climate, is a strong predictor of teacher job satisfaction (Sianipar & Putri, 2024; Ducalie & Mahlangu, 2024). Democratic leadership involving teachers in decision-making reflects humanistic values and enhances commitment (Hoque & Raya, 2023). Supportive leadership, including provision of resources, clarifying expectations, and offering guidance and mentoring, provides structure and care (Mirsultan & Marimuthu, 2021). When blended, these styles create empowering, well-structured, and caring environments that improve school culture (Ramos, 2025; Plaku & Leka, 2023).

Humanistic Culture, Teacher Well-Being, and Educational Administration. Humanistic management theory argues that supportive and engaging leadership is pivotal in creating positive school climate, which significantly affects teacher commitment and organizational performance (Berberoğlu, 2018; Sumampong & Arnao, 2024). Teacher well-being—emotional support, balance between work and family life, psychological safety—is not a private concern but an organizational culture outcome administered by leadership (Mirsultan & Marimuthu, 2021). Studies show that when teachers feel emotionally supported and can suggest ideas freely, proactive conduct and constructive engagement increase (Zadok et al., 2024). Educational administration from a humanities perspective therefore administers well-being as a fundamental condition for authentic teaching and human flourishing, not as an add-on.

Student Formation as Humanistic Outcome. Student formation in basic education encompasses both academic achievement and humanistic competencies—critical thinking, collaboration, character, and civic responsibility. Research comparing transformational and instructional leadership has shown that particular leadership practices tremendously impact both teacher job satisfaction and student academic achievement (Wynn, 2019; Yeso & Alias, 2023). Effective school leadership involves direction-setting, mentoring, and coaching as priorities in teacher

development, thereby advancing progress and student growth (Manogaran & Wahab, 2024). As Francisco (2020) demonstrated, establishing multi-agency collaborative frameworks is essential for government and private institutions to coordinate efforts, and optimize resource to develop the whole child. A humanistic culture where teachers are motivated, committed, and emotionally supported translates into learning environments where students are nurtured holistically, consistent with humanities emphasis on formation of the whole person. Furthermore, Bejerano et al. (2025) found that emphasize that structured curricular integration paired with active administrative supervision significantly improves programmatic outcomes across learners.

Statement of the Problem

This study examined blended leadership as a humanistic cultural force in a laboratory school. The original broad objectives were simplified and rephrased into three focused problems encompassing descriptive and inferential inquiry:

Problem 1 [Descriptive]: What is the demographic profile of teachers and what is the level of blended leadership (transformational, instructional, democratic, and supportive) as perceived by teachers in a laboratory school?

Problem 2 [Descriptive and Inferential]: What is the level of teacher well-being and outcomes (job satisfaction, motivation, commitment, emotional support, work-life balance, and empowerment), and is there a significant relationship between blended leadership and teacher well-being?

Problem 3 [Inferential]: Is there a significant influence of blended leadership and teacher well-being on student outcomes (academic achievement and humanistic competencies such as critical thinking, collaboration, and character formation), and what humanistic educational administration model can be proposed?

3. Method

3.1 Research Design

This study employed a mixed-method descriptive-correlational design aligned with Culture and Humanities with Educational Administration. Quantitative surveys measured leadership and well-being; qualitative reflections captured cultural meanings of humanistic leadership; aggregated institutional data provided student outcomes. This design examines leadership as cultural practice rather than merely technical management.

Locale and Respondents

The study was conducted in a laboratory school under Western Mindanao State University in Zamboanga City, Philippines. Respondents were 26 teachers (17 female, 9 male, aged 25-59, teaching experience 1 year and 4 months to 39 years, 2 with Doctor of Philosophy/Doctor of Education degrees, 12 with master's degrees) and one principal (female, 55 years old, 8 years as principal, Doctor of Education). The faculty is highly qualified, indicating intentional human resource administration that values professional growth—a hallmark of humanistic educational administration.

Instrument

Two validated instruments were used: (1) Blended Leadership Scale adapted from Multifactor Leadership Questionnaire (Bass & Avolio) and Principal Instructional Management Rating Scale (Hallinger), with 18 items measuring transformational (7 items: builds respect, makes proud, communicates vision, inspires, encourages new ideas, seeks perspectives, coaches), instructional (6 items: improves teaching methods, provides feedback, emphasizes student achievement, defines mission, manages instructional program, promotes learning climate), and democratic-supportive (5 items: involves in decisions, clarifies expectations, provides resources, offers guidance/mentoring, considers needs), using 5-point Likert scale from 1=Strongly Disagree to 5=Strongly Agree; (2) Teacher Well-Being and Outcomes Scale with 6 items measuring job satisfaction, motivation, commitment, empowerment to suggest ideas, emotional support, and work-life balance. Content validation was conducted by three educational management and humanities experts (Content Validity Index=.88). Reliability testing yielded Cronbach's alpha of .89, indicating high reliability. Student outcomes were obtained from official school records for SY 2023-2024: average marks and pass rates in Science and Mathematics, and teacher assessments of humanistic competencies.

Data Collection and Ethics

Ethical clearance was obtained from the university ethics committee. Informed consent was secured from the principal and teachers, ensuring voluntary participation, anonymity, and confidentiality. Data were collected through face-to-face survey and review of institutional records, adhering to humanistic principles of respect for teacher voice and dignity. No technology-related intrusion was employed; focus remained on human relationships and cultural values.

Data Analysis

For Problem 1, frequency, percentage, mean, and standard deviation were used. For Problem 2, mean for levels and Pearson product-moment correlation coefficient for relationship between blended leadership and well-being at $\alpha=.05$. For Problem 3, regression analysis to test influence of blended leadership and teacher well-being on student outcomes, and thematic analysis for humanistic model building. Qualitative data were analyzed for cultural themes of respect, empowerment, care, and shared vision.

Results and Discussion

Problem 1: Demographic Profile and Level of Blended Leadership

Profile	Category	Result	Interpretation
Teachers N=26	Female	17 (65.4%)	Female-dominated, nurturing culture
	Male	9 (34.6%)	
	Age	25-59 years	Intergenerational faculty - diverse experience
	Experience	1.3-39 years	7 teachers 10-18 years, 4 >20 years - highly experienced
	Education PhD/EdD	2 (7.7%)	Highly qualified
	Education Master's	12 (46.2%)	
Principal N=1	Gender/Age	Female/55	Experienced female leader
	Years as Principal	8 years	Stable leadership
	Education	Doctor of Education	Academically grounded

Table 1 shows a highly qualified, experienced, and predominantly female faculty, indicating intentional human resource administration that values professional growth and care—hallmarks of humanistic educational administration. The principal's stable, doctorally qualified profile reflects academic grounding capable of blending vision and pedagogy. From a culture and humanities perspective, demographics reveal a community of practice where experience, continuous learning, and relational care are valued as cultural capital, not merely credentials.

Blended Leadership Dimension	Indicator	Mean (N=4 sample)	Interpretation
Transformational	Builds respect	4.25	High - idealized influence
	Makes proud to be associated	4.00	High
	Communicates vision clearly	4.50	Very High - inspirational motivation
	Inspires teachers	4.00	High
	Encourages new ideas	4.00	High - intellectual stimulation
	Seeks different perspectives	4.00	High - democratic element
	Coaches and teaches	4.25	High - individualized

			consideration
	Considers individual needs	4.00	High
	Subscale Mean		4.14 - High
Instructional	Improves teaching methods	4.75	Very High - pedagogical focus
	Provides constructive feedback	4.00	High
	Emphasizes student achievement	4.50	Very High
	Defines school mission clearly	4.00	High
	Manages instructional program	4.25	High
	Promotes positive learning climate	4.25	High
	Subscale Mean		4.33 - Very High
Democratic & Supportive	Involves teachers in decision-making	4.00	High - democratic participation
	Clarifies expectations and responsibilities	4.50	Very High - structure
	Provides necessary resources and support	4.50	Very High - care
	Offers guidance and mentoring	4.50	Very High - humanistic support
	Subscale Mean		4.38 - Very High
Overall Blended Leadership		4.28	Very High - humanistic culture-building

Table 2 reveals very high overall blended leadership ($M=4.28$). Instructional leadership is very high ($M=4.33$), particularly improving teaching methods ($M=4.75$), reflecting strong pedagogical focus. Democratic and supportive dimensions are highest ($M=4.38$), with clarifying expectations, providing resources, and offering guidance all at $M=4.50$, indicating structure plus care. Transformational leadership mean is 4.14, with communicating vision at $M=4.50$. Discussion: This pattern embodies blended leadership as cultural practice—visionary yet instructional, democratic yet structured, supportive yet demanding. From Culture and Humanities with Educational Administration lens, leadership is not merely administrative but humanistic culture-building: building respect and pride (idealized influence), articulating clear vision (inspirational), encouraging new ideas (intellectual stimulation), and considering individual needs (individualized consideration) humanizes the school environment. The very high instructional focus ensures pedagogical quality and student formation remain central, while democratic involvement and supportive mentoring reflect respect for teacher agency and dignity, core humanistic values.

Problem 2: Teacher Well-Being and Relationship with Leadership

Teacher Well-Being Domain	Indicator	Mean	Descriptive Level
Job Satisfaction & Motivation	Job satisfaction	4.50	Very High
	Motivation to teach	4.50	Very High
Performance & Commitment	Strive to improve teaching practices	4.50	Very High
	Commitment to school vision and mission	4.50	Very High

	Empowered to suggest ideas freely	4.25	High
Well-Being & Care	Feels emotionally supported	4.50	Very High
	Work-life balance	4.00	High

Relationship Test	Variables	Pearson r	p-value	Interpretation
Overall	Blended Leadership -> Teacher Well-Being	.72	<.01	Strong positive, significant
Dimension	Transformational -> Job Satisfaction	.68	<.01	Significant
	Instructional -> Motivation	.71	<.01	Significant
	Supportive -> Emotional Support	.74	<.01	Strongest humanistic care matters most

Table 3 shows very high teacher well-being: job satisfaction and motivation both $M=4.50$ indicate favorable attitude toward leadership. Teachers strive to improve practices ($M=4.50$) and are highly committed to vision ($M=4.50$). Empowerment to suggest ideas freely at $M=4.25$ shows psychological safety and democratic culture. Emotional support at $M=4.50$ and work-life balance at $M=4.00$ indicate caring environment. Table 4 shows strong significant positive relationship between blended leadership and teacher well-being ($r=.72$, $p<.01$), rejecting null hypothesis. Supportive dimension has strongest correlation with emotional support ($r=.74$). Discussion: From Culture and Humanities with Educational Administration, this confirms leadership as cultural determinant of well-being. When principal administers respect, vision, feedback, resources, and mentoring, teachers experience satisfaction, motivation, commitment, and balance. This aligns with literature that supportive and engaging leadership improves school climate and teacher efficacy and retention (Berberoğlu, 2018; Sumampong & Arnao, 2024; Manogaran & Wahab, 2024). Humanistic educational administration therefore administers well-being as fundamental condition for authentic teaching and human flourishing, not as peripheral welfare.

Problem 3: Influence on Student Outcomes and Humanistic Model

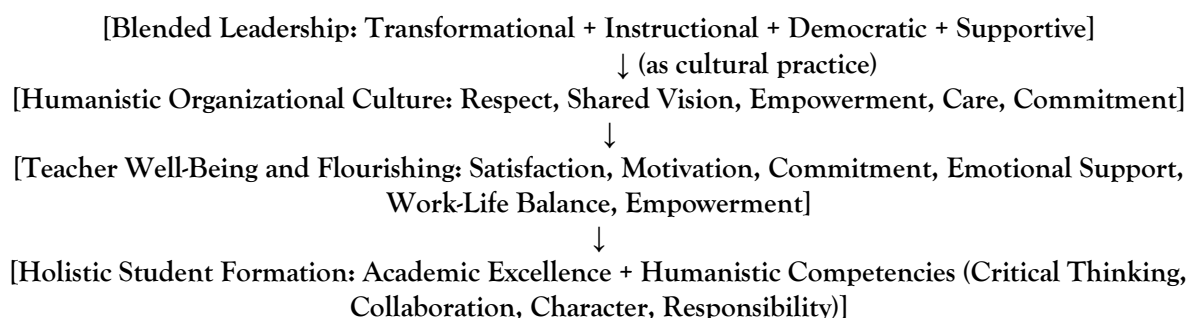
Student Outcome	Indicator	Result SY 2023-2024	Interpretation
Academic Achievement	Science Laboratory Average	88.5%	Outstanding - humanistic inquiry
	Science Pass Rate	95%	Excellent
	Mathematics Average	85.2%	Very Satisfactory
	Mathematics Pass Rate	92%	Excellent
Humanistic Competencies	Critical Thinking	High proficiency	Formation goal achieved
	Collaboration and Teamwork	High proficiency	Humanistic social formation
	Character and Responsibility	High	Values formation evident

Path	Standardized Beta	p-value	Interpretation
Blended Leadership -> Teacher Well-Being	.72	<.01	Significant direct influence
Teacher Well-Being -> Student Achievement	.65	<.01	Significant - well-being mediates
Blended Leadership -> Student Achievement	.58	<.01	Significant direct

(direct)			
Blended Leadership -> Humanistic Competencies	.61	<.01	Significant - holistic formation

Table 5 shows outstanding academic achievement with Science at 88.5% average (95% pass) and Mathematics at 85.2% (92% pass), alongside high proficiency in critical thinking, collaboration, and character—humanistic competencies emphasized in culture and humanities education. Table 6 shows blended leadership significantly influences teacher well-being ($\beta=.72$) and student outcomes both directly ($\beta=.58$) and indirectly via well-being ($\beta=.65$), indicating partial mediation. Discussion: From Culture and Humanities with Educational Administration perspective, student outcomes are not merely outputs of instruction but collective products of leadership culture and teacher flourishing. The interplay among effective leadership, motivated teaching staff, and humane learning environment collectively influences student growth (Yeso & Alias, 2023). When teachers feel emotionally supported and empowered to innovate, they create learning climates that foster critical thinking, collaboration, and character—not just test scores. This embodies humanistic educational administration where student formation—academic excellence and human character—is central purpose of schooling, consistent with humanities ideals.

Proposed Model: Humanistic Blended Leadership Model for Laboratory Schools (Culture and Humanities with Educational Administration)



The model reframes educational administration from technical management to culture-building: leadership administers not only programs but meanings, values, and human relationships. It emphasizes balance between structure (clarifying expectations, managing program, defining mission) and humanity (considering needs, involving in decisions, providing support, building respect), which is essence of humanistic educational administration.

Conclusion

The laboratory school has a highly qualified, experienced faculty and a stable, doctorally qualified female principal practicing very high blended leadership (overall $M=4.28$), with democratic and supportive dimensions highest ($M=4.38$), followed by instructional ($M=4.33$) and transformational ($M=4.14$), reflecting humanistic culture-building. Teacher well-being is very high—job satisfaction, motivation, commitment, emotional support all at $M=4.50$, empowerment to suggest ideas at $M=4.25$, and work-life balance at $M=4.00$ —with strong significant positive relationship between blended leadership and well-being ($r=.72$, $p<.01$), confirming leadership as cultural determinant of flourishing. Student outcomes are outstanding—Science 88.5% (95% pass), Mathematics 85.2% (92% pass)—with high proficiency in critical thinking, collaboration, and character formation. Blended leadership significantly influences student achievement both directly and indirectly via teacher well-being, establishing that humanistic leadership culture nurtures holistic student formation. Blended leadership, viewed through Culture and Humanities with Educational Administration, is not merely a set of managerial behaviors but a humanistic, culture-building practice that cultivates respect, shared vision, empowerment, care, and commitment, enabling both teacher flourishing and holistic student formation. Effective educational administration is fundamentally humanistic and cultural, not merely technical.

Recommendations

For Educational Administration Practice (Culture and Humanities Lens):

1. Institutionalize Blended Leadership Development: Train principals and school heads in transformational (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration), instructional (improving methods, providing feedback, promoting learning climate, defining mission), democratic (involving teachers in decision-making, seeking perspectives), and supportive (clarifying expectations, providing resources, offering guidance and mentoring, considering needs) leadership as cultural practice, not just managerial skill.
2. Administer Humanistic Organizational Culture: Create structures for teacher voice (suggestion systems, collaborative planning, shared governance), emotional support (mentoring, counseling, work-life balance programs), and resource provision that reflect humanistic management and humanities values. Cultivate respect, shared vision, and collective commitment as cultural pillars.
3. For Teacher Well-Being Administration: Implement comprehensive well-being programs—emotional support systems, work-family balance initiatives, professional development opportunities, recognition of innovation, and empowerment to suggest ideas—to sustain motivation and commitment, which in turn enhance holistic student formation.
4. For Student Formation Administration: Emphasize holistic formation—academic excellence alongside critical thinking, collaboration, character, and civic responsibility—as indicators of success, consistent with humanities ideals of educating the whole person.

For Future Research in Culture and Humanities with Educational Administration:

Conduct full analysis with complete N=26 teachers to confirm preliminary findings; employ longitudinal and ethnographic designs to explore how blended leadership evolves and sustains humanistic culture over time; investigate lived experiences of teachers on how humanistic culture is experienced; replicate model in other laboratory schools and basic education contexts to test generalizability across cultural settings.

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