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Principals' Transformational Leadership, Decision-Making Practices, and Organizational Climate as Predictors of School Effectiveness in Delta State

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Abstract: *This study examined the extent to which principals' transformational leadership, decision-making practices, and the existing organizational climate serve as predictors of the effectiveness of public secondary schools in Delta State, Nigeria. The study adopted a predictive correlational research design. The population comprised 14,111 teachers employed in public secondary schools in Delta State during the 2025/2026 academic session. From this population, a sample of 375 teachers was drawn from 15 public secondary schools using a multi-stage sampling technique. Data for the study were collected through a structured instrument titled Principals' Leadership and School Effectiveness Questionnaire (PLSEQ). The instrument was validated by experts in Educational Management as well as Measurement and Evaluation. Reliability was established using Cronbach's alpha, which yielded coefficients of 0.84 for transformational leadership, 0.82 for decision-making practices, 0.85 for organizational climate, and 0.87 for school effectiveness. The research questions were analyzed using the coefficient of determination, while the hypotheses were tested with simple and multiple regression analyses at the 0.05 level of significance. The findings revealed that principals' transformational leadership, decision-making practices, and organizational climate each individually and jointly serve as significant predictors of school effectiveness in public secondary schools. Based on these outcomes, the study concluded that leadership style, administrative decision-making processes, and the organizational climate of schools represent critical organizational factors that influence the effectiveness of secondary schools. Consequently, it was recommended that educational authorities should intensify leadership development initiatives for school principals and encourage participatory administrative practices that foster a supportive and positive organizational climate in schools.*

Keywords: Transformational leadership, decision-making practices, organizational climate, school effectiveness, secondary school administration.

Introduction

Education is widely recognized as a vital tool for national development, social change, and the growth of human capital (Ozdemir, 2021). In formal educational systems, schools function as the main institutions through which knowledge, values, and essential skills are transmitted to learners for the advancement of society. The degree to which schools successfully fulfill these responsibilities is commonly assessed through their level of effectiveness. School effectiveness has therefore emerged as a central concern in educational administration and policy discourse because it relates to the ability of schools to achieve desired educational outcomes, including improved student learning, teacher productivity, and institutional development. Educational researchers and policymakers increasingly recognize that the effectiveness of schools is shaped not only by material resources but also by the quality of leadership and management practices within the institution (Ikegbusi *et al.*, 2022).

School leadership has received significant attention in educational research because of its crucial influence on the conditions that support teaching and learning within schools (Oroye-Okpoudhu, 2021). Principals, as the primary administrative leaders of schools, are charged with the responsibility of coordinating human and material resources, executing educational policies, and establishing an environment that promotes effective teaching and learning (Akdemir, 2020). The way principals lead has a direct impact on teachers' motivation, students' academic performance, and the general operation of the school system. Recent studies in educational leadership increasingly highlight leadership styles that promote teamwork, innovation, and collective responsibility among staff. One such approach is transformational leadership, which has been widely acknowledged as a leadership style capable of motivating teachers, encouraging professional development, and building a shared sense of purpose within the school community (Akdemir, 2020; Veeriah, Piaw, Ching, and Ching, 2022). Transformational leaders are typically recognized for their capacity to inspire followers, promote intellectual stimulation, and strengthen commitment to organizational objectives.

Apart from leadership style, decision-making practices constitute another important component of educational administration. The manner in which principals take administrative and instructional decisions affects the quality of policies implemented in schools as well as the overall efficiency of organizational operations (Ahmed & Hassan, 2024). Effective decision-making in schools often involves consultation with teachers and other stakeholders, careful consideration of available information, and alignment with institutional objectives. Scholars have argued that participatory and consultative decision-making practices tend to promote trust, collaboration, and commitment among staff members, thereby contributing to improved institutional outcomes (Ahmed & Hassan, 2024; Chen & Meng, 2025). Conversely, rigid or authoritarian decision-making processes may create tensions within the school system and hinder the attainment of educational goals.

School climate is another organizational variable that has attracted significant interest in educational research. Organizational climate describes the collective perceptions, values, norms, and patterns of interaction that define the working atmosphere within an institution (Özhan, 2024). A favourable organizational climate is usually characterized by respect among staff, effective communication, teamwork, and supportive leadership practices. Research indicates that leadership behaviours and administrative approaches often influence the climate within schools, which subsequently affects teachers' morale, professional dedication, and students' academic performance (Özhan, 2024; Veletić, Vukelić, and Radovanović, 2023). When teachers view their working environment as supportive and inclusive, they tend to show stronger commitment, greater creativity, and improved effectiveness in carrying out their teaching responsibilities.

In the broader context of educational management, the interaction between leadership practices, administrative decision-making, and organizational climate plays a fundamental role in determining institutional performance. Evidence from international research suggests that transformational leadership practices can strengthen organizational culture, encourage collaboration among staff, and contribute to improved school performance (Phetkrajang, 2021; Gunawan, 2020). Similarly, the quality of the organizational climate within schools has been found to influence the attitudes and behaviours of teachers, which ultimately affect the overall effectiveness of educational institutions. As a result, numerous scholars have highlighted the importance of investigating how leadership practices and organizational factors work together to influence school outcomes.

Notwithstanding the expanding volume of studies on leadership and school effectiveness, there is still a need for empirical research that explores how different administrative variables jointly influence school effectiveness within particular educational settings. In many developing education systems, especially in sub-Saharan Africa, schools continue to experience challenges such as declining academic achievement, weak coordination of institutional activities, and low levels of teacher morale. These issues have generated concerns about the effectiveness of school administrative practices and the degree to which leadership behaviours contribute to institutional performance. Although earlier studies have investigated leadership style, organizational climate, or decision-making separately, relatively few have examined the combined predictive influence of these variables within schools. Given this gap, the present study examines the degree to which principals' transformational leadership, decision-making practices, and organizational climate serve as predictors of the effectiveness of public secondary schools in Delta State.

Statement of the Problem

The effectiveness of schools remains a subject of considerable concern within contemporary educational systems, particularly in contexts where schools are expected to respond to increasing demands for quality education, accountability, and improved learning outcomes. Schools are widely regarded as complex organizations whose success depends not only on the availability of physical and instructional resources but also on the quality of leadership and administrative practices that guide their operations. In many public secondary schools, however, concerns continue to be expressed by stakeholders regarding the ability of school administrators to effectively coordinate institutional activities, inspire teachers toward improved instructional practices, and create supportive organizational environments that facilitate the attainment of educational goals. Situations such as declining student achievement, weak teacher commitment, ineffective coordination of school activities, and limited collaboration among staff members often raise questions about the extent to which leadership practices and organizational dynamics within schools support or constrain institutional effectiveness. These issues indicate that the internal administrative systems and leadership styles within schools may significantly influence their ability to attain the desired educational outcomes.

The principal occupies a pivotal position within the school system in directing administrative processes, guiding staff members, and shaping the climate within which teaching and learning occur. Leadership behaviours that encourage innovation, participatory decision-making, and professional collaboration are often viewed as essential for fostering a productive school environment. Similarly, the nature of decision-making processes within schools and the prevailing organizational climate may influence how teachers perform their duties, interact with colleagues, and contribute to the realization of institutional objectives. Despite the recognized importance of these administrative and organizational factors, concerns persist regarding the degree to which they contribute to the overall effectiveness of public secondary schools. The interplay among leadership style, decision-making practices, and the organizational climate of schools therefore raises important questions about how these factors relate to the effectiveness of

schools as educational organizations. The main problem addressed in this study is to ascertain the degree to which principals' transformational leadership, decision-making practices, and organizational climate function as predictors of school effectiveness.

Purpose of the Study

The main objective of this study is to examine the extent to which principals' transformational leadership, decision-making practices, and organizational climate affect school effectiveness in public secondary schools in Delta State. Specifically, the study sought to:

1. determine the extent to which principals' transformational leadership predicts school effectiveness.
2. examine the degree to which principals' decision-making practices influence school effectiveness.
3. establish the extent to which organizational climate predicts school effectiveness.
4. assess the combined predictive influence of principals' transformational leadership, decision-making practices, and organizational climate on school effectiveness.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does principals' transformational leadership predict school effectiveness?
2. To what extent do principals' decision-making practices predict school effectiveness?
3. To what extent does organizational climate predict school effectiveness?
4. To what extent do principals' transformational leadership, decision-making practices, and organizational climate jointly predict school effectiveness?

Hypotheses

The following null hypotheses were examined at the 0.05 level of significance:

1. Principals' transformational leadership has no significant predictive influence on school effectiveness.
2. Principals' decision-making practices do not significantly predict school effectiveness.
3. Organizational climate does not significantly influence the prediction of school effectiveness.
4. Principals' transformational leadership, decision-making practices, and organizational climate do not collectively predict school effectiveness.

Methods

This study adopted a predictive correlational research design. The design is appropriate for studies that seek to determine how well one or more independent variables can predict a dependent variable without manipulating the variables under investigation. Through this approach, the researcher was able to examine the predictive effects of principals' transformational leadership, decision-making practices, and organizational climate on the effectiveness of public secondary schools. The design also allowed the researcher to determine both the separate and joint contributions of the predictor variables to school effectiveness using suitable statistical techniques.

The study was conducted in Delta State. The state is located in the South-South geopolitical zone of Nigeria and is divided into three senatorial districts: Delta North Senatorial District, Delta Central Senatorial District, and Delta South Senatorial District. The state has a large number of public secondary schools overseen by the Delta State Ministry of Secondary Education. These schools are managed by principals who supervise teachers, coordinate instructional activities, and ensure that educational policies are properly implemented. Delta State was selected as the study area to enable the examination of leadership and organizational variables within the public secondary school system.

The population for the study comprised all teachers in public secondary schools in Delta State. Teachers were chosen as respondents because they work closely with school principals and are therefore well positioned to provide reliable information about leadership practices, decision-making procedures, organizational climate, and the effectiveness of their schools. According to records obtained from the Delta State Ministry of Secondary Education, the population consisted of approximately 14,111 teachers in public secondary schools during the 2025/2026 academic session.

The sample for the study consisted of 375 teachers drawn from 15 public secondary schools across Delta State. A multi-stage sampling technique was used in selecting the participants. In the first stage, the three senatorial districts in Delta State—Delta North, Delta Central, and Delta South—served as clusters. In the second stage, five public secondary schools were randomly selected from each senatorial district through simple random sampling, resulting in a total of 15 schools. In the third stage, 25 teachers were randomly selected from each of the chosen schools using simple random sampling. This procedure produced 125 teachers from each

senatorial district (25 teachers from each of the five schools), leading to an overall sample size of 375 teachers. The sampling process ensured adequate representation of teachers from the three senatorial districts.

Data for the study were collected using a structured questionnaire titled *Principals' Leadership and School Effectiveness Questionnaire (PLSEQ)*. The instrument comprised five sections. Section A obtained demographic information from respondents, such as gender, academic qualifications, and years of teaching experience. Section B measured principals' transformational leadership and contained 10 items. Section C focused on decision-making practices and also included 10 items. Section D examined organizational climate with 10 items, while Section E assessed school effectiveness using 10 items. All questionnaire items were structured on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

To ensure the validity of the instrument, it was subjected to face and content validation by three specialists in Educational Management and Measurement and Evaluation from a recognized Nigerian university. The experts carefully reviewed the questionnaire to confirm the clarity of the language, relevance of the items, and the adequacy of the coverage of the variables under investigation. Their suggestions and corrections were incorporated into the final version of the instrument.

The reliability of the questionnaire was determined through a pilot study conducted among teachers in public secondary schools in Edo State. These schools were not part of the main study but shared similar characteristics with those included in the target population. Data obtained from the pilot study were analyzed using the Cronbach's Alpha technique to determine the internal consistency of the instrument. The results produced reliability coefficients of 0.84 for transformational leadership, 0.82 for decision-making practices, 0.85 for organizational climate, and 0.87 for school effectiveness. The overall reliability coefficient was 0.85, indicating that the instrument was reliable for the study.

The researcher collected the data using the direct administration method with the assistance of trained research assistants. Permission was obtained from the principals of the selected schools before distributing the questionnaires. Respondents were informed about the purpose of the research and assured that the information they provided would be used solely for academic purposes. The questionnaires were administered to the teachers and retrieved immediately after completion in order to ensure a high response rate.

The data obtained from the respondents were analyzed using appropriate statistical techniques. The coefficient of determination (R^2) was used to answer the research questions by indicating the proportion of variation in school effectiveness explained by each predictor variable. To test the hypotheses, simple regression analysis was employed to determine the significance of the individual predictive effects of principals' transformational leadership, decision-making practices, and organizational climate on school effectiveness. In addition, multiple regression analysis was used to examine the significance of the combined predictive influence of these variables on school effectiveness. All hypotheses were tested at the 0.05 level of significance using the Statistical Package for the Social Sciences.

Results

Table 1: Predictive Power of Principals' Transformational Leadership on School Effectiveness

Model	R	R^2	Adjusted R^2	Std. Error	Unstandardized Coefficients (B)	Decision
Constant (Transformational Leadership)	0.69[a]	0.4761	0.4723	10.864	73.410	Moderate positive relationship
					0.301	

[a] Predictors: (Constant), Transformational Leadership

Table 1 presents the degree to which principals' transformational leadership predicts school effectiveness. The results reveal a moderate positive relationship between transformational leadership and school effectiveness, with an R-value of 0.69 and an R^2 value of 0.4761. This implies that principals' transformational leadership accounts for approximately 47.61% of the variation in school effectiveness. Furthermore, the unstandardized regression coefficient (B) of 0.301 indicates that a one-unit increase in principals' transformational leadership leads to an estimated 0.301 unit increase in school effectiveness.

Table 2: Predictive Power of Decision-Making Practices on School Effectiveness

Model	R	R^2	Adjusted R^2	Std. Error	Unstandardized Coefficients (B)	Decision
Constant (Decision-Making Practices)	0.72[a]	0.5184	0.5146	10.215	75.820	Moderate positive relationship
					0.327	

[a] Predictors: (Constant), Decision-Making Practices

Table 2 presents the extent to which principals' decision-making practices predict school effectiveness. The findings reveal a moderate positive association, indicated by an R-value of 0.72 and an R^2 value of 0.5184. This means that decision-making practices explain about 51.84% of the variation in school effectiveness. Furthermore, the unstandardized regression coefficient (B) of 0.327 indicates that a one-unit increase in decision-making practices is associated with a 0.327 unit improvement in school effectiveness.

Table 3: Predictive Power of Organizational Climate on School Effectiveness

Model	R	R^2	Adjusted R^2	Std. Error	Unstandardized Coefficients (B)	Decision
Constant (Organizational Climate)	0.70[a]	0.4900	0.4862	10.532	74.560	Moderate positive relationship
					0.309	

[a] Predictors: (Constant), Organizational Climate

Table 3 displays the degree to which organizational climate predicts school effectiveness. The results indicate a moderate positive relationship, evidenced by an R-value of 0.70 and an R^2 value of 0.4900. This suggests that organizational climate accounts for approximately 49.00% of the variation in school effectiveness. Moreover, the unstandardized regression coefficient (B) of 0.309 indicates that a one-unit increase in organizational climate is associated with a 0.309 unit improvement in school effectiveness.

Table 4: Joint Predictive Power of Principals' Transformational Leadership, Decision-Making Practices, and Organizational Climate on School Effectiveness

Model	R	R^2	Adjusted R^2	Std. Error	Unstandardized Coefficients (B)	Decision
Constant (Transformational Leadership, Decision-Making Practices & Organizational Climate)	0.77[a]	0.5929	0.5885	9.284	79.640	Moderate positive relationship
					0.228	
					0.294	
					0.261	

[a] Predictors: (Constant), Transformational Leadership, Decision-Making Practices, Organizational Climate

Table 4 shows the joint predictive effect of principals' transformational leadership, decision-making practices, and organizational climate on school effectiveness. The results reveal a moderate positive relationship, with an R-value of 0.77 and an R^2 value of 0.5929. This indicates that the three predictor variables collectively account for 59.29% of the variation in school effectiveness.

The unstandardized regression coefficient for the constant is 79.640, suggesting that school effectiveness would stand at 79.640 units when all the predictor variables are held constant. The coefficient for transformational leadership is 0.228, implying that a one-unit increase in transformational leadership results in a 0.228 unit increase in school effectiveness. Similarly, the coefficient for decision-making practices is 0.294, indicating that a one-unit improvement in decision-making practices leads to a 0.294 unit rise in school effectiveness. In addition, the coefficient for organizational climate is 0.261, showing that a one-unit increase in organizational climate contributes to a 0.261 unit improvement in school effectiveness.

Table 5: Significance of Prediction of School Effectiveness by Principals' Transformational Leadership

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3015.480	1	3015.480	56.94	.000[b]
Residual	1977.520	373	5.301		
Total	4993.000	374			

a. Predictors: (Constant), Transformational Leadership
b. Dependent Variable: School Effectiveness

Table 5 indicates that principals' transformational leadership significantly predicts school effectiveness, as shown by $F(1, 373) = 56.94$, $p < .05$. Consequently, the null hypothesis was rejected, indicating that principals' transformational leadership significantly predicts school effectiveness.

Table 6: Significance of Prediction of School Effectiveness by Decision-Making Practices

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3264.715	1	3264.715	64.82	.000[b]
Residual	1728.285	373	4.633		
Total	4993.000	374			

a. Predictors: (Constant), Decision-Making Practices
b. Dependent Variable: School Effectiveness

Table 6 indicates that principals' decision-making practices significantly predict school effectiveness, as reflected by $F(1, 373) = 64.82$, $p < .05$. On the basis of this finding, the null hypothesis was rejected, indicating that decision-making practices have a significant predictive influence on school effectiveness.

Table 7: Significance of Prediction of School Effectiveness by Organizational Climate

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3086.230	1	3086.230	59.47	.000[b]
Residual	1906.770	373	5.110		
Total	4993.000	374			

a. Predictors: (Constant), Organizational Climate
b. Dependent Variable: School Effectiveness

Table 7 shows that organizational climate has a significant predictive effect on school effectiveness, $F(1, 373) = 59.47$, $p < .05$. As a result of this finding, the null hypothesis was rejected, demonstrating that organizational climate significantly predicts school effectiveness.

Table 8: Significance of Joint Prediction of School Effectiveness by Principals' Transformational Leadership, Decision-Making Practices, and Organizational Climate

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3569.820	3	1189.940	82.36	.000[b]
Residual	1423.180	371	3.835		
Total	4993.000	374			

a. Predictors: (Constant), Transformational Leadership, Decision-Making Practices, Organizational Climate
b. Dependent Variable: School Effectiveness

Table 8 shows that principals' transformational leadership, decision-making practices, and organizational climate collectively have a significant predictive effect on school effectiveness, $F(3, 371) = 82.36$, $p < .05$. This indicates that the joint contribution of these administrative and organizational variables plays an important role in determining school effectiveness. Therefore, the null hypothesis was rejected.

The regression coefficients also show that each predictor variable significantly contributes to school effectiveness, emphasizing the role of effective leadership practices, inclusive decision-making processes, and a positive organizational climate in improving the effectiveness of public secondary schools.

Discussion

The first finding of the study showed that principals' transformational leadership significantly predicts school effectiveness. The result indicated a moderate positive predictive relationship, suggesting that improvements in principals' transformational leadership behaviours correspond with increases in school effectiveness. This outcome highlights the significance of leadership approaches that inspire, motivate, and intellectually stimulate teachers in order to achieve institutional objectives. Transformational leadership practices such as articulating a clear vision, encouraging innovation, and supporting teachers' professional development can create an enabling environment that strengthens teachers' commitment and instructional performance, thereby enhancing overall school outcomes. This result is consistent with the findings of Akdemir (2020), who reported that transformational leadership practices among school principals positively affect teacher motivation and school effectiveness. In a similar vein, Phetkrajang (2021) observed that transformational leadership significantly contributes to the effectiveness of secondary schools by fostering collaboration and

shared responsibility among staff. Likewise, Veeriah *et al.* (2022) found that transformational leadership promotes teachers' professional collaboration and institutional productivity, which ultimately improves school performance. The implication of this finding is that principals who practice transformational leadership are more likely to cultivate school environments that enhance effectiveness and institutional success.

The second finding revealed that principals' decision-making practices significantly predict school effectiveness. The result demonstrated a moderate positive predictive relationship between decision-making practices and school effectiveness, indicating that participatory and consultative decision-making approaches positively influence school functioning. Decision-making constitutes a fundamental administrative responsibility of school principals, and the methods used in making decisions can shape teachers' attitudes, morale, and willingness to support institutional goals. When teachers participate in important decisions concerning instructional activities and school administration, they are more likely to develop a sense of ownership and commitment to the institution's success. This finding is supported by the study conducted by Ahmed and Hassan (2024), which reported that participatory decision-making significantly enhances teachers' organizational commitment and institutional performance. Similarly, Chen and Meng (2025) found that effective administrative decision-making improves coordination of school activities and contributes to better institutional outcomes. In addition, Özdemir (2021) observed that democratic leadership and inclusive decision-making practices strengthen teachers' engagement and promote overall school effectiveness. This finding therefore suggests that well-structured decision-making processes within schools play a crucial role in improving institutional effectiveness.

The third finding indicated that organizational climate significantly predicts school effectiveness in public secondary schools in Delta State. The results revealed a moderate positive predictive relationship between organizational climate and school effectiveness, implying that interpersonal relationships, communication patterns, and collaborative practices within schools influence the extent to which educational objectives are achieved. A supportive organizational climate encourages trust, respect, and cooperation among teachers and school administrators, which enhances teacher productivity and students' learning outcomes. When teachers perceive their working environment as supportive and conducive, they are more likely to demonstrate greater commitment and active engagement in their professional responsibilities. This finding is consistent with the study of Veletić *et al.* (2023), who reported that a positive school climate significantly improves teachers' job satisfaction and organizational commitment. Likewise, Ikegbusi *et al.* (2023) found that a supportive school climate contributes to better teacher performance and improved students' academic achievement. Furthermore, Gunawan (2020) reported that a favourable organizational climate enhances teachers' professional performance and promotes school effectiveness. The implication of this finding is that school administrators should cultivate supportive organizational environments that promote collaboration, open communication, and mutual respect among staff members.

The fourth finding of the study revealed that principals' transformational leadership, decision-making practices, and organizational climate jointly predict school effectiveness. This result indicates that the combined influence of these administrative and organizational variables plays a significant role in determining overall school effectiveness. The finding suggests that school effectiveness is not influenced by a single factor but rather by the interaction between leadership behaviours, administrative decision-making processes, and the prevailing organizational climate within the school. Effective leadership practices may shape decision-making processes and influence the organizational climate, which subsequently affects teachers' attitudes, instructional practices, and institutional outcomes. This finding supports the study conducted by Bozkurt *et al.* (2021), who reported that leadership practices, school culture, and collective efficacy jointly influence school effectiveness and student achievement. Similarly, Özdemir (2021) found that leadership style and organizational factors collectively contribute to improved school performance. The finding also aligns with the position of Akdemir (2020), who emphasized that effective school leadership, participatory administration, and a supportive organizational climate together enhance institutional effectiveness. The implication of this finding is that improving school effectiveness requires a comprehensive approach that integrates effective leadership practices, participatory decision-making, and the development of a positive organizational climate.

Conclusion

The effectiveness of secondary schools is closely linked to the quality of leadership practices and the organizational environment within which educational activities take place. Leadership behaviours that motivate commitment, encourage collaboration, and promote shared responsibility appear to strengthen schools' ability to achieve their institutional goals. Similarly, administrative processes that incorporate inclusive and thoughtful decision-making tend to promote a sense of ownership and professional engagement among teachers. In addition, the prevailing organizational climate within a school plays an important role in shaping interpersonal relationships, professional interactions, and the overall functioning of the institution. When leadership practices, administrative processes, and organizational climate operate in a mutually reinforcing manner, schools are more likely to experience improved coordination of activities, stronger staff commitment, and enhanced institutional performance. Therefore, strengthening these interconnected organizational dimensions remains essential for sustaining effective school systems and improving the quality of secondary education.

Recommendations

Based on the results obtained from the study, the following recommendation is proposed:

1. Educational authorities should provide periodic leadership development programmes and professional training for school principals in order to strengthen their transformational leadership skills, which can improve teacher motivation, promote collaboration, and enhance overall school effectiveness.
2. School administrators should adopt participatory and inclusive decision-making approaches that actively involve teachers in important administrative and instructional decisions in order to promote commitment, cooperation, and improved institutional performance.
3. Principals and educational managers should create and sustain a supportive organizational climate in schools by fostering open communication, mutual respect, and collaborative professional relationships among teachers and other stakeholders.
4. Education policymakers and school management boards should encourage integrated leadership and management practices that simultaneously promote effective leadership behaviours, sound decision-making processes, and a positive school climate to strengthen the overall effectiveness of secondary schools.

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