

School Culture, Leadership Style, and Emotional Intelligence: Impact on School Climate

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ABSTRACT

School climate is one of the influential factors that explain learners' learning achievement and development, teacher commitment to stay, and school success. Many studies investigated the factors behind having a healthy, safe, and positive school climate. However, there are only a few studies that identified emotional intelligence, school culture, and leadership style of school administrators influencing school climate, especially in the local setting. This current study aimed to develop a structural model to determine the predictors of school climate. Four survey instruments were used to gather the data set needed to generate the model. Two hundred twenty-four (224) teachers from twenty-two (22) public elementary schools in the municipality of Bukidnon, Philippines, participated in the study. Structural Equation Modeling (SEM) using SPSS 26 was used to attain the objective of the study. The study found that school climate was influenced by school culture and school heads' transformational leadership and emotional intelligence. Implications of the findings include the need for principals and or school heads to review their approaches, programs, and projects that are directed towards the development of the desired learning environment that promotes and supports academic growth of both teachers and students.

Keywords: School climate, school culture, emotional intelligence, leadership style, school administrators

INTRODUCTION

Since the past twenty years, there has been an increasing recognition that the atmosphere within a school, encompassing the overall quality and nature of school life, plays a crucial role in either promoting or hindering the development, learning, and accomplishments of children. In a report of National Center for Learning and Citizenship (2007, as cited in Jerome, 2008), studies validate what educators and parents have asserted for many years: a secure and encouraging school environment, where students establish positive social connections, receive respect, actively participate in their tasks, and feel proficient, significantly influences their well-being. Although this report was conducted for the United States, it has also become a major challenge for schools in the Philippines. In an article titled "A Reflective Perspective on the Climate and Culture of Public Schools in the Philippines," Maglaya (2023) put forth the idea that stakeholders should consider the importance of creating a positive school environment as it plays a crucial role in enhancing the quality of educational experiences. Addressing the push for regionalization and globalization needs a concerted effort to align with international standards, aiming to empower Filipino learners and teachers to compete on a global scale. Numerous criticisms have been directed towards the quality of public-school education considering its learning climate. According to Cardenas and Ceredo (2016), the absence of adequate facilities, qualified teachers, and essential learning resources in schools could potentially have a negative impact on students' learning outcomes. Cardenas and Ceredo further asserted that many individuals who are deeply concerned about education believe that providing a conducive school environment can significantly enhance the overall quality of education. The authors further said that the government is responding to the imperatives of regionalization and globalization, thus mustering concerted efforts to meet international standards with the aim of ensuring that Filipino learners and teachers can compete effectively on a global scale (Cardenas & Ceredo, 2016).

School organizations have long acknowledged that a positive school climate fosters an optimistic outlook and openness, leading to a conducive learning environment. This environment, in turn, serves to inspire and support effective teaching and learning activities, boost teachers' job satisfaction, and ultimately elevate students' academic performance (Ismail et al., 2020). In schools with a positive climate, both teachers and students can cultivate and refine their skills, fostering high self-esteem, self-appreciation, and a positive life disposition. Such a favorable school climate is linked to enhanced academic achievement, increased

motivation, and reduced behavioral issues among students. Additionally, it contributes to improved well-being and job satisfaction for teachers (Kazuet et al., 2023). The attitudes and values of both students and teachers are closely tied to the type of climate prevalent in a school.

While the school climate plays a role in predicting students' achievements, it also has an impact on their attendance. Research indicates that a positive school climate is associated with reduced absenteeism and increased academic success. Although Hamlin's (2020) study found only a marginal connection between school climate and students' attendance, reviews of research on authoritative schooling, as cited by Mayer et al. (2021), have identified evidence of improved attendance, academic performance, students' sense of safety at school, and decreased violence and bullying behaviors (Cornell et al., 2021). Therefore, it is essential for schools to provide safe and orderly environments conducive for learning, free from violent behavior and danger. The inclination of students to feel secure in school is closely linked to the presence of a positive school climate. A school is considered to have a positive climate when learners feel safe and can freely navigate the school campus without fear.

The Department of Education (DepEd) Mission Statement provides a response to the inquiry on how a school can achieve a positive climate. The department emphasizes that school administrators serve as stewards of the institution and must guarantee a conducive and supportive environment for effective learning (DepEd Vision and Mission Statement). According to numerous experts in child development and school leadership, the primary responsibility of the principal is to establish a school atmosphere in which students feel safe, supported, engaged, and accepted (Prothero, 2020). School administrators are encountering growing challenges. One of these challenges is establishing a school environment conducive for teaching and learning (RA 9155 section 6.2). Creating a positive school climate involves leadership responsibilities related to accountability, such as building and maintaining a competitive school, empowering others to make important decisions, offering instructional leadership, and formulating and implementing strategic plans.

The socialization of children greatly relies on a positive school environment. In the school setting, children acquire various values, rules, and skills related to forming relationships, including aspects such as friendship, support, and competition. Socialization significantly influences children's behavior and their future expectations from society (Bochaver et al., 2022). The establishment of a positive school climate is contingent upon the emotional intelligence and leadership styles of school administrators as they carry out their roles and

responsibilities.

School administrators with high emotional intelligence are adept at handling their emotions, particularly in creating an environment conducive for learning. Their awareness of their own feelings and those of others enables them to provide technical support to teachers, ensuring the delivery of quality education in a safe and favorable learning environment. Emphasizing positive emotions is crucial as they significantly impact learners' academic performance and subsequent learning behavior (Carmona-Halty et al., 2021; Wang et al., 2021 as cited by Zhang et al., 2023). The emotional intelligence of school administrators plays a pivotal role in making informed decisions to foster a positive school climate.

This study asserts that the key duty of the school principal is to inspire and encourage members of the school community to enhance the school climate based on the school principal's responsibilities outlined in Article 2, Section 17 of *Batas Pambansa Bilang 232* or the "Education Act of 1982." These responsibilities include the task of creating and sustaining a positive school atmosphere. This atmosphere should be conducive for promoting and preserving academic freedom, facilitating effective teaching, and learning, and fostering a harmonious and progressive relationship among school personnel.

There is a dearth of study on factors that influence school administrators' emotional intelligence and leadership style in creating a healthy school culture that will yield a positive school climate, especially in the local setting. A healthy sustainable school climate has numerous effects on the school principals' management, and the school principals' way of running the school has a bearing on their emotional intelligence, leadership style, school culture, and school climate. Thus, this study examined school administrators' emotional intelligence and leadership styles and school culture in relation to school climate.

FRAMEWORK

This study is anchored on the following theories: Needs-Based Theory of Abraham Maslow (1943) as cited by Spoor (2017), Emotional Intelligence Theory by Daniel Goleman (1995), Full Range Leadership Theory by Bass and Avolio (1985), and Theory Z by William Ouchi (1981).

Maslow's Needs-Based Theory (1943) suggests that actions are driven by the pursuit of certain needs. Similarly, a school, like individuals, has its own set of needs essential for fostering a positive school environment. These needs include safety, harmonious relationships, effective teaching and learning, and a supportive institutional atmosphere. Meeting these needs is crucial for creating a positive

school climate (Wooley & Grogan-Kaylor, 2006, cited by Spoor, 2017). The alignment between human needs and school climate underscores the significance of a positive school environment in a child's development (Spoor, 2017). The National School Climate Center, situated in New York, USA, advocates for the creation of secure and supportive learning environments that foster the social, emotional, civic, and academic growth of all students. They draw on Maslow's Need-Based Theory to underpin their mission. The institutional environment, which constitutes the fourth category of school climate, aligns with Maslow's entire hierarchy, spanning from basic physiological needs to the ultimate level of self-actualization (Spoor, 2017). Maslow's hierarchy plays a pivotal role in discussions about child development and the significance of positive school relationships.

The theory underscores areas like those measured by school climate assessments (Maslow, 1943; Spoor, 2017), highlighting that school children also have specific needs that must be met for effective teaching and learning to occur. Addressing these needs creates motivation among students, contributing to their engagement and success in their studies. One effective approach is to establish a school climate that is inviting, healthy, and safe. Research has shown that school climate is a key factor in predicting teachers' commitment to remain in their position. According to Kazu et al. (2023), a positive school climate not only affects the well-being of teachers but also plays a crucial role in creating a supportive and collaborative environment that encourages teachers' professional development and job satisfaction. Teachers working in schools with positive climates are more likely to feel valued and supported, reducing the likelihood of burnout and resignation. In summary, teachers are likely to perform at their best in a school environment that is safe, conducive, healthy, and positive.

Another theory that supports this study is that of Daniel Goleman's theory on emotional intelligence (EI). Goleman advanced the idea that it is not enough for leaders to have a high Intelligent Quotient (IQ) and be technically skilled. They must also possess emotional intelligence to gain the trust and confidence of their followers. Emotional competencies stem from the emotional intelligence of everyone. Goleman identified the five basic dimensions of emotional intelligence, namely self-awareness, managing emotions, motivating oneself, empathy, and social skills. These competencies and dimensions are unique contributions to leaders' job performance (Goleman, 2004; Narong, 2015). Goleman (1998), as cited by Tessema (2010), constructed a model of emotional intelligence based on competencies that enable people to demonstrate an intelligent use of their emotions in managing themselves and working with others to be effective at

work, which, in effect, logically influences school climate.

The Full-Range Leadership Theory (FLRT) of Avolio and Bass (2010) presented an arrangement of the different characteristics that a leader must possess for a productive organization. The assumption of this theory is that every leader demonstrates three leadership styles – transformational, transactional, and passive – but at different levels. There must be an upright balance of these three (3) leadership styles to have effective leadership in an organization (Avolio & Bass, 2010). The assumption of this theory is that transformational leadership style can make the organization successful (Avolio & Bass, 2010).

In 1981, William Ouchi introduced Theory Z as a hybrid management approach, merging elements of both strict American management (Theory A) and strict Japanese management (Theory J). This theory revolves around an organizational culture that reflects the characteristics of Japanese workers, known for their participative nature and ability to handle diverse tasks. Theory Z focuses on the overall culture of the organization rather than on individual supervisor's attitudes or behaviors. According to Lunenburg (2011), the theory is concerned with how the entire organization is structured and managed. The theory operates on certain assumptions about workers, including the belief that workers desire cooperative and close working relationships with their peers, superiors, and subordinates (Aydin, 2012). Ouchi's Theory Z assumes that workers desire close, cooperative relationships with colleagues and superiors, emphasizing support from the organization. These workers highly value an environment where family, culture, traditions, and social aspects are as important as work. They exhibit a strong sense of order, discipline, moral obligation to work hard, and cohesion with their peers. Ultimately, Theory Z workers excel in their roles when their management supports and cares for their well-being (Aydin, 2012).

The discussion of the theories led to the conceptualization of the proposition of this study that the school climate is influenced by the school administrators' emotional intelligence and leadership style and the school culture.

School Climate. A school's climate either positively or negatively affects teaching and learning within the school (Alston, 2017). The single most important job of the principal is creating a school environment where students feel safe, supported, engaged, and accepted (Prothero, 2020). Learners learn best in a school where the climate is positive and healthy, free from destruction, safe, and conducive for learning. Conducive learning environment is one of the factors that contribute to a positive school climate. Stroud Stasel (2018) cited that school climate is a legitimate indicator of a school's success. One source of successful

learning is having a positive school climate where learners can participate for their academic advancement. Stroud Stasel added that parents' perceptions of school climate play a big role in determining how strongly they will get involved with their child's school whose involvement can help boost morale and learner's test scores. Building a positive school climate means to create the conditions both for students and teachers to work and learn effectively – feeling supported, safe, motivated, and satisfied with their outcomes, and ready to contribute to the school improvement (Dernowska, 2017). Thus, institutionalizing a positive school climate is imperative to achieve continuous success. A sustainable positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society (Thapa et al., 2013). The National School Climate Center proposed four categories of school climate (Cohen et. al., 2009, as cited by Spoor, 2017), namely safety, teaching and learning, interpersonal relationship and institutional environment. These are the dimensions of school climate that may be influenced by school administrators' emotional intelligence and leadership style and by school culture. Thus, school principals must prioritize improving their emotional intelligence and fostering a positive psychological climate, which, in turn, will motivate teachers (Wu, 2023).

Emotional Intelligence. Daniel Goleman's theory (1995) is the framework for examining school climate because numerous studies have explored a variety of competencies influencing the managerial performance of school administrators (Goleman, 2004, as cited by Narong, 2015). Goleman's emotional intelligence theory suggests that specific competencies and dimensions in emotional intelligence distinguish exceptional leaders from others (Narong, 2015). These competencies are distinct contributions to leaders' job performance and can, to some extent, overlap with others (Goleman, 2004; Macaleer & Shannon, 2002, as cited by Narong, 2015). The varying levels of emotional intelligence among school administrators may contribute to the differences in the school climate of each institution. Goleman (1995) explained that emotionally intelligent leaders are aware of their own emotions, understand and perceive the emotions of others, manage emotions for rational behavior, know how to respond appropriately in different situations, value relationships and nurture them, and make effective decisions without being negatively influenced by emotions (Bipath, 2008; McWilliam & Hatcher, 2007; Noe, 2012). Goleman's 1995 book, "Emotional Intelligence," identified five key components: self-awareness, emotion management, self-motivation, empathy, and social skills. Goleman emphasized

that while IQ and technical skills are important, they serve as basic prerequisites for executive roles, and emotional intelligence plays a crucial role beyond these qualifications. This discussion leads to leadership style.

Leadership Style. This study used the Full-Range Leadership Theory (FRLT) by Bass and Avolio (1985), as cited by Moser (2017). This theory comprises three styles: transactional leadership, transformational leadership, and laissez-faire leadership, which affect the climate of the school. Avolio and Bass (2004) linked transactional leadership to two behaviors: Contingent Reward and Management-By-Exception (Active). Contingent Reward involves leaders clearly specifying the rewards subordinates will receive for achieving organizational goals, with these rewards varying based on individual contracts and performance targets (Bass & Avolio, 1994, cited by Beckles, 2018). On the other hand, Management-By-Exception (Active) represents leaders focusing on corrective behavior by setting and enforcing standards that employees are obligated to meet from the beginning of their contract or assumption of responsibilities to remain in service (Bass & Avolio, 1994, cited by Beckles, 2018). For transformational leadership, Garcia (2018) in her dissertation revealed that intellectual stimulation and individual consideration are two qualities of transformational leadership that can consistently predict school climate considering all demographics. In her discussion, she identified four behaviors associated with transformational leadership, namely intellectual stimulation, inspirational motivation, individualized consideration, idealized influence (attributes), and idealized influence (behavior). Miller (2020) conducted a qualitative case study that explored the viewpoints of school principals regarding their leadership styles and the practices they employ to foster a positive school climate conducive for students' academic development. The study highlighted the influence of leadership and school climate practices on both the initial training and ongoing professional development of principals. Existing studies have consistently demonstrated that effective leadership by principals plays a crucial role in enhancing educational outcomes, particularly in relation to the overall school climate (Miller, 2020). On the other hand, Gómez-Leal et al., (2022), in their systematic review of literature, cited that effective leadership hinges on emotional intelligence, with the most frequently utilized skills being self-awareness, self-management, and empathy. Furthermore, existing literature underscores that the leader's ability to establish trustful relationships significantly influences the enhancement of teacher satisfaction and performance.

School Culture. William Ouchi's Theory Z (1981) postulates that organizations function as complex human systems, and their success hinges on the quality of performance in fulfilling roles and responsibilities. This theory primarily focuses on the overall culture of the organization. An ideal Type Z organization combines a foundational commitment to individual values with a highly collective pattern of interaction, satisfying both the traditional norms of independence and the contemporary need for affiliation (Ouchi and Price, 1993 in Hatchett, 2010). Decision-making in such organizations is consensual, with a deliberate effort to maintain this consensual approach. The shared values, norms, and behaviors among members contribute to organizational unity, shaping the overall school culture (Deal & Peterson, 1999, cited by Shell, 2010).

The School Culture Survey developed by Gruenert and Valentine (1998) as cited by Miller (2018) provides insight about shared values/beliefs, patterns of behavior, and relationships in school. Each factor measures a unique aspect of the school's collaborative culture. There are six (6) defining factors of school culture, namely collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support and learning partnership. Spicer (2016) mentioned that in various scholarly works reviewed, the significance of the principal's involvement in cultivating a favorable school climate is consistently emphasized. Building a positive school climate means to create conditions for both students and teachers to work and learn effectively (Dernowska, 2017). A positive climate is essential and is the primary leverage point for any culture. If school leaders want to shape a new culture, they should start with an assessment of the climate. If the culture is ineffective, climate issues were probably missed before they became rooted in the culture (Joseph, 2022). The pivotal role of principals in molding a nurturing school culture is crucial for fostering a sense of belonging and fostering students' confidence in their self-worth within the school environment (Spicer, 2016). Thus, this study assumed that school climate can be enhanced with appropriate school leadership style, high degree of emotional intelligence, and positive school culture.

OBJECTIVE OF THE STUDY

This study aimed at determining if school culture, leadership style, and emotional intelligence can predict school climate through a structural model approach.

METHODOLOGY

The ex post facto study or after-the-fact research design was used in this study. It is a category of research design in which a study is conducted after the fact has occurred without interference from the researcher. In this study, school climate is after-the-fact where the cause of such is investigated. Such research design is also called causal-comparative research design, which is used to test hypotheses about cause-and-effect relationships or in situations when independent variables could not be manipulated for practical or ethical reasons (Salkind, 2010).

This study collected data from 224 teachers in one of the municipalities of Bukidnon, a province in southern Philippines. Four (4) instruments were used to gather data: (1) School Climate Survey used by Spoor and Turney (2017); (2) Emotional Intelligence Questionnaire developed by London Leadership Academy, (3) Multifactor Leadership Questionnaire (MLQ), and (4) School Culture Survey (SCS) as used by Pratt (2014) and Spoor and Turney (2017). Permission of the authors was secured to adapt and modify the instruments. To establish the content validity of the instruments, the researcher sought the opinion of three experts. Cronbach's Alpha was used to establish the reliability of the instruments. Individual reliability coefficients of the instruments were observed with the acceptable range of .7 to .99. The pilot test involving a group of teachers yielded the following reliability coefficients: School Climate ($\alpha = .790$), Emotional Intelligence ($\alpha = .764$), Leadership Style ($\alpha = .767$), and School Culture ($\alpha = .890$).

Confirmatory Factor Analysis (CFA) and SPSS AMOS 16 program were used with maximum likelihood estimation to test the hypothesized models. The assessment of data fitness involved various indices, including Chi-Square ratio (CMIN/DF), Normed Fit Index, Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Goodness of Fit Index (GFI), and Root Mean Square of Error of Approximation (RMSEA).

RESULTS AND DISCUSSION

Two models were formulated in answer to the research problem. Three independent latent variables represented the models (school administrators' perceived emotional intelligence, school administrators' leadership style, and school culture) and a latent dependent variable (school climate). In the conceptualized structural model, school climate is the endogenous variable and is measured through the observable variables of the school's safety, relationship,

teaching and learning, and institutional environment. Emotional intelligence, transformational leadership, and school culture are the exogenous variables. For want of space, the hypothesized Model 1 is not presented. The values, however, for the model fit are presented in Table 1.

Table 1

Standard Fit Indices and Standard Values for Hypothesized Model 1

Model	X² value	df	Prob.	NFI	GFI	CFI	TLI	RMR	RMSEA
Model 1	285.94	143	0.00	.884	.883	.927	.913	.055	.160
Standard Fit Criterion	ratio of X ² to df ≤ 2 = 2.00			≥ .90	≥ .90	≥ .90	≥ .90	nearing zero	.05~.08

Table 1 shows that the values for the hypothesized causal model have not satisfied the standard fit criterion. Specifically, where chi-square should be less than 2, it is 2.428. The RMSEA should range from 0 to .08, with smaller values to indicate better model fit. In this model, RMSEA is 0.160. Other indices like NFI, TLI, CFI and GFI did not meet the criteria set for a good fit. As such, hypothesized Model No. 1, which proposed that school climate is caused by emotional intelligence, transactional leadership, transformational leadership, and school culture, is not acceptable.

Thus, the second hypothesized model, which proposed that school climate is an effect of perceived emotional intelligence, transformational leadership style, and school culture, is verified.

Table 2 presents the data of hypothesized Model 2. This is the best fit model; it presents the indices for the hypothesized model shown in the first row among the fit categories. The standard fit criterion is shown in the second row and serves as the basis for comparison to determine whether the model best represents the data set of the study.

Table 2

Standard Fit Indices and Standard Values for Hypothesized Model 2: The Best Fit Model

Model	χ^2		Prob.	NFI	GFI	CFI	TLI	RMR	RMSEA
	value	df							
Best Fit Model	347.13	172	0.10	.904	.902	.940	.925	.033	.080
Standard Fit Criterion	ratio of χ^2 to df ≤ 2 = 2.018			$\geq .90$	$\geq .90$	$\geq .90$	$\geq .90$	nearing zero	.05~.08

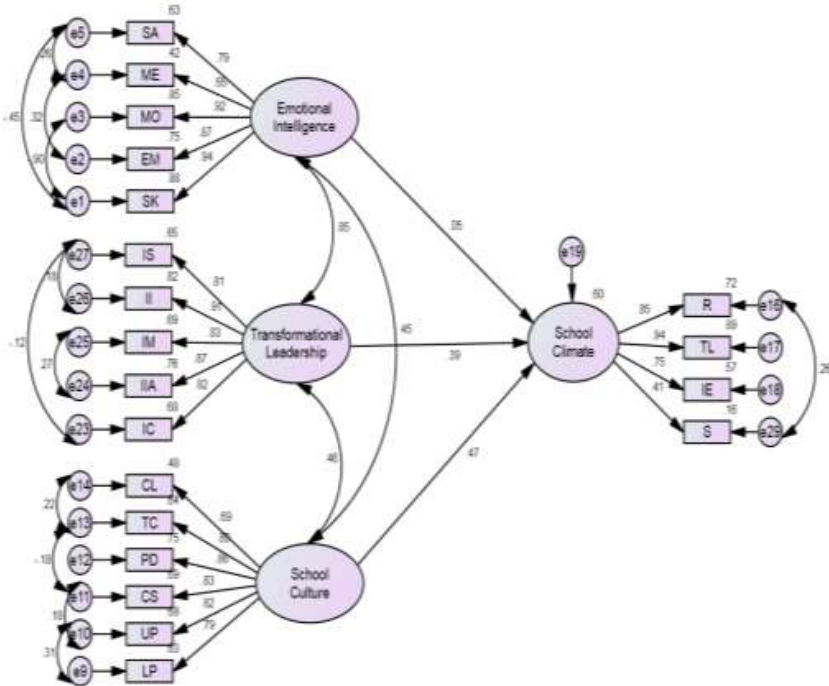
Data shown in Table 2 indicate that the calculation of the overall fit of hypothesized Model 2 in Figure 1 is the best fit model. All criterion fit indices under the three categories have been satisfied. For the absolute fit category, the root mean square residual (RMR = .033) is low, nearing zero; the root mean square error of approximation (RMSEA = .080) has reached the standard of < 0.05; the goodness of fit index (GFI = .902) met the $\geq .90$. For the incremental fit category, the model fit indices criterion of $\geq .90$ have been satisfied given the following values: Comparative Fit Index (CFI = .940), Normed Fit Index (NFI = .904), and Tucker-Lewis Index (TLI = .925). Based on these criteria, hypothesized Model 2 is acceptable.

Thus, hypothesized Model 2, which proposed that all the independent variables (emotional intelligence, transformational leadership, and school culture) caused school climate, is proven to be the best fit model that explains the given data set.

Figure 1 shows that 60% of the variations in school climate is influenced by the combination of the three independent variables: school culture ($\beta=.47$), transformational leadership ($\beta=.39$), and emotional intelligence ($\beta=.05$). However, even when emotional intelligence directly caused school climate the least, it is a covariance of school culture and transformational leadership. This means that emotional intelligence varies positively with these other two independent variables and, therefore, when these variables are enhanced, emotional intelligence is also enhanced. For school principals, the suggestion is to prioritize improving their emotional intelligence and fostering a positive psychological climate, which, in turn, will motivate teachers (Wu, 2023).

Figure 1

Hypothesized Model 2: School Climate, is an effect of perceived emotional intelligence, and transformational Leadership Style of School Administrators and School Culture



The structural equation is School Climate = 0.47 School Culture + 0.39 Transformational leadership + 0.05 Emotional Intelligence.

The equation implies that 47% of the changes in school climate is attributed to school culture and 39% to transformational leadership, while 5% of the school climate change can be accounted for by emotional intelligence. Only 91% of the school climate can be predicted by school culture, transformational leadership, and emotional intelligence taken as a whole. The 9% may be attributed to other variables not included in the study.

Furthermore, the figure indicates a positive correlation between school culture and transformational leadership style ($r = .46$), between transformational leadership style and emotional intelligence ($r = .85$), and between school culture and emotional intelligence ($r = .45$). The best fit model shows that emotional

intelligence correlates with leadership style. Studies point to the importance of a high level of emotional intelligence for effective leadership. Gómez-Leal et al. (2022), in their systematic review of literature, stated that effective leadership hinges on emotional intelligence, with the most frequently utilized skills being self-awareness, self-management, and empathy.

Additionally, existing literature underscores that the leader's ability to establish trustful relationships significantly influences the enhancement of teacher satisfaction and performance (Gomez-Leal et al., 2022). This outcome contributes immensely to school climate. Also, Fannon (2018) revealed that individuals with high level of emotional intelligence are most likely to use a transformational leadership style and least likely to use a laissez faire leadership style.

The generated best fit model implies that the more established the school culture is, the more positive the school climate is. The pivotal role of principals in creating a nurturing school culture is crucial in fostering a sense of belonging and promoting students' confidence in their self-worth within the school environment (Spicer, 2016).

Furthermore, the structural model shows transformational leadership influencing school climate ($\beta=.39$). This finding concurs with the findings of the study of Garcia (2018) and Miller (2020) that transformational leadership influences school climate. Miller (2020) also cited that principals' effective leadership plays a crucial role in enhancing educational outcomes, particularly in relation to the overall school climate.

The primary objective of this study was to determine the factors that would cause a more enhanced school climate. The assumption of the study that school climate can be predicted by the school administrators' emotional intelligence and leadership style and school culture is fully verified through structural modelling and duly supported with sufficient literature.

CONCLUSIONS

School climate is immensely affected by the culture of the school as well as the relationships of the people in and out the school. It is instrumental in shaping the future of learners as they experience socialization with people in school. The significant causal relationship established between school climate and school culture and leadership style affects the dynamics that make up the appropriate learning environment. The structural model further shows that school culture is highly influenced by school climate, implying the need for establishing a

favorable school climate that involves setting circumstances that enable both students and teachers to engage in effective work and learning. A positive school climate is where individuals feel supported, secure, motivated, and content with their achievements, and where they are prepared to actively contribute to the enhancement of the school climate.

Transformational leadership style predicts school culture. Studies reviewed in this paper highlight the significance of leadership and school climate practices. Also emphasized are the school principals' crucial roles such as enhancing educational outcomes to include appropriate school culture that advances the academic growth of teachers and students. Although the direct influence of emotional intelligence in predicting school culture may not be as significant as that of school climate and transformational leadership style, the structural model shows that emotional intelligence covaries with leadership style and school culture. This finding implies a direct association of school culture and leadership style with emotional intelligence. Thus, it is incumbent on school administrators and principals involved in this study to strengthen their transformational leadership style considering its strong connection with emotional intelligence.

Principals play a crucial role in shaping a nurturing school culture, fostering a sense of belonging, and building students' confidence in their self-worth within the school environment. It behooves them to create a positive school climate that involves establishing the right conditions and culture for effective teaching and learning.

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