The Impact of a School Principal's Leadership Style on the School Climate

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ABSTRACT

This study investigates the influence of a school principal's leadership disposition on the overall school environment. Through thematic analysis of responses from participants, the study identifies key themes related to leadership impact on decision-making, stakeholder engagement and collaboration, impact on environment and results, motivation and productivity, and accountability and responsibility. The findings reveal a strong correlation between the principal's leadership style and various aspects of the school environment, highlighting the critical role of effective leadership in shaping organizational culture and driving positive outcomes. The results underscore the importance of fostering transparent communication, cultivating stakeholder collaboration, and promoting ethical conduct and accountability. By aligning leadership practices with these key principles, principals can create a supportive and collaborative environment conducive to student success and organizational effectiveness. This study contributes to the literature on educational leadership by providing insights into how leadership disposition influences the overall school environment.

Keywords: *Leadership disposition, school environment, stakeholder engagement, decision-making, accountability*

Introduction

School principals, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning to happen (DepEd, 2020). School heads are entrusted with the responsibility of overseeing the operations and management of schools. They are responsible for creating and maintaining an environment that is conducive to effective teaching and learning. This includes fostering a supportive atmosphere where students feel encouraged to explore, learn, and grow, and where teachers have the resources and support they need to facilitate meaningful instruction. By ensuring that the school environment is welcoming, inclusive, and conducive to growth, the school heads play a crucial role in promoting student success and academic achievement.

Educational leadership is intricate and multidimensional, with school principals playing a crucial role in determining the nature of the learning environment. The principal's attitude directly impacts a school's general climate, culture, and the caliber of education students receive. As the head of the school and its leaders, principals have a special and important responsibility to play. They are in charge of managing day-to-day operations at the school, making important decisions, and creating a favorable environment for learning.

When asked to list the attributes of the ideal educational leader, most people responded that many individuals are convinced that attributes that include trust, integrity, vision, as well as respect are evidence of outstanding leadership, integrity, collaboration, and empathy. Most are mindful of what significant, efficient educational leadership appears and feels like, and it is apparent when these traits are incorrect. Toxic is inadequate leadership. It harms a workplace setting by fostering an atmosphere of suspicion, distrust, frustration, madness, and deception.

Theoretical Framework

This study was anchored on Transformational Leadership Theory. It provides a framework for understanding how principals can effectively lead and influence the school climate to create a nurturing, supportive, and high-performing educational environment.
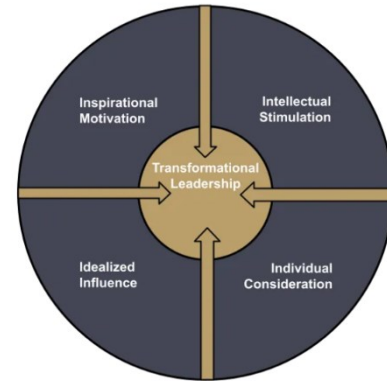
Source: Renjith, Renu, & George, 2015

According to Bass and Riggio, transformational leaders inspire and motivate their followers by offering them something beyond self-gain an inspirational mission, and self-identity. This aligns with the notion that emotions evoked by transformational leaders create an environment where followers are willing to work harder than they originally thought they were capable. In the context of a school, this could mean fostering a sense of purpose and belonging among teachers, staff, and students, thereby promoting a positive school climate conducive to learning and growth.

Conceptual Framework
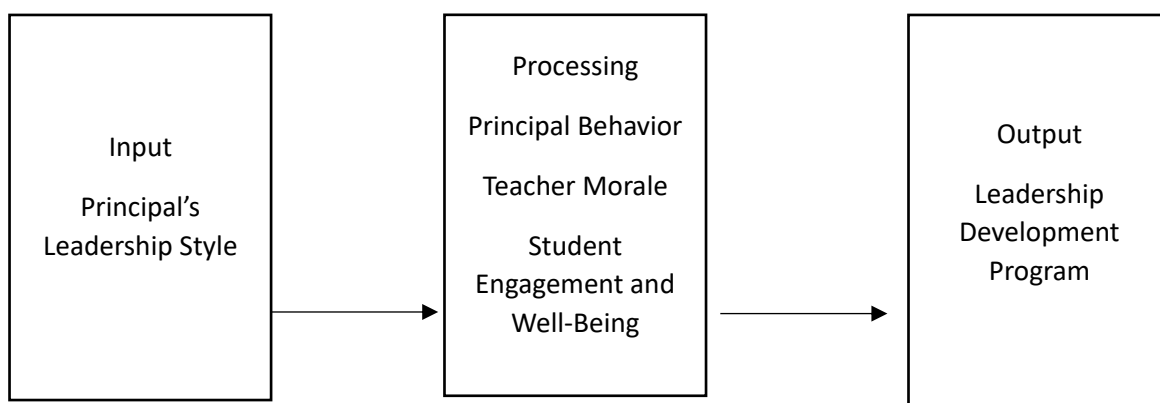
The conceptual framework centers around the input of the principal's leadership style, the processing of this input through various factors, and the output of a Leadership Development Program. Let's break down each component:

Input: Principal's Leadership Style:

This component represents the initial factor that drives the conceptual framework. The leadership style of the principal, whether it be transformational, transactional, or a combination of both, serves as the starting point for understanding its impact on the school climate.

Processing: Principal Behavior, Teacher Morale, and Student Engagement and Well-being:

These factors represent the processing mechanisms within the conceptual framework. Principal behavior, such as communication, decision-making, and relationship-building, plays a critical role in shaping the school climate. Additionally, teacher morale, including job satisfaction, motivation, and engagement, influences the overall atmosphere within the school. Finally, student engagement and well-being, encompassing academic engagement, socio-emotional development, and sense of belonging, are key indicators of a positive school climate.

Output: Leadership Development Program:

The output of the conceptual framework is the implementation of a Leadership Development Program. This program is designed to address and enhance the factors identified in the processing stage. By focusing on improving principal behavior, enhancing

teacher morale, and promoting student engagement and well-being, the Leadership Development Program aims to cultivate effective leadership practices and create a positive school climate.

In summary, the conceptual framework starts with the principal's leadership style as the input, which undergoes processing through various factors including principal behavior, teacher morale, and student engagement and well-being. The ultimate output of the framework is the implementation of a Leadership Development Program tailored to improve leadership practices and foster a positive school climate conducive to student success and well-being.

Statement of the Problem

The study aims to determine the impact of a school principal's leadership style on the school climate. The following research questions guided the study:

1. What is the respondents' assessment of the leadership disposition of a school principal?
2. How does the school principal's leadership disposition affect the school environment?
3. Based on the findings, what leadership educational program may be proposed?

Literature Review

Educational Leadership Dispositions

Disposition refers to a person's typical patterns of behavior and emotional tendencies, encompassing traits such as happiness, friendliness, anxiety, and more. It essentially reflects how a person commonly feels and behaves in various situations (Cambridge Dictionary, n.d.). Meanwhile, Educational leadership is a multifaceted concept that plays a pivotal role in

shaping the direction and effectiveness of educational systems. At its core, educational leadership involves bringing together diverse stakeholders within an educational institution or system under a shared vision and set of values. This unification of purpose serves as a guiding force that influences decision-making, organizational culture, and ultimately, student outcomes. In a blog post by AU SOE (2023), educational leadership is defined as an approach to education that emphasizes the alignment of all stakeholders toward a common goal and a core set of values. This definition underscores the importance of fostering cohesion and collaboration among educators, administrators, students, parents, and the wider community to achieve educational excellence.

Therefore, educational leadership disposition encompasses the inherent character traits, values, and behaviors exhibited by educational leaders in guiding and influencing educational systems. It involves qualities such as visionary thinking, collaborative decision-making, ethical decision-making, inclusivity, empathy, adaptability, and a commitment to continuous improvement. Educational leaders with strong dispositions prioritize the collective goals of the educational community, foster a culture of trust and respect, and advocate for equitable opportunities and outcomes for all stakeholders, including students, teachers, parents, and the broader community.

Leadership Disposition of a School Principal

Walters, Marzano, and McNulty (2003) conducted a thorough analysis of over 5,000 research papers to determine how leadership behaviors affect students' learning. They underlined that leaders' activities in educational environments substantially impact student results, either favorably or negatively. Thus, educational leadership programs must identify, develop, and methodically evaluate successful leadership traits (Brown, 2015). To improve

student learning outcomes, it becomes a professional obligation for training programs to address leadership dispositions (Johnston, Wilson, & Almerico, 2018).

In the pursuit of efficient procedures and methods to apply in handling the According to several studies (Clifford & Ross, 2011; Council of Chief State School Officers, 2008; Lashway, 2002), principals are being challenged to take on the role of instructional leaders to meet the needs of all students. To adequately meet every student's educational needs, this role evolution is essential. It is therefore a challenge for principals to implement instructional leadership strategies to address the varied needs of their students fully.

Principals would do well to cultivate and maintain a supportive and constructive relationship with teachers, according to Green and Cooper (2013). Their research indicates that more than any other aspect of the school, the interaction between principals and teachers affects both student achievement and school culture. They discovered the 49 most commonly cited dispositions characterizing successful educational leaders using a meta-analysis of dispositional studies in educational leadership. They carried out their investigation in three stages.

identifying dispositions through a review of the literature; (2) interviewing school administrators to select the most desirable dispositions from the list; and (3) requesting subject matter experts to rank the dispositions according to their importance to the field. According to their research, today's school leaders prioritize six qualities: character,

Principals can enhance teachers' perspectives by prioritizing key components within high-quality partnerships. This approach fosters educators' personal growth and professional development, leading to improved classroom practices. With support from their principals,

teachers can refine their skills and strategies, ultimately benefiting student learning outcomes. Kritsonis (2006) suggests that effective leadership from principals plays a pivotal role in facilitating this growth process. Therefore, cultivating meaningful relationships and providing guidance are integral aspects of principals' roles in promoting teacher improvement.

Strong leadership qualities are ingrained in four domains: relationships, morality, ethics, and dimensions, professional conduct and work practices, and intellectual integrity (Martin, 2008). In particular, she recognized the qualities of effort, cooperation, and teamwork, as well as being self-aware, open-minded, and receptive to many viewpoints and fashions. Helm (2010) listed five essential characteristics of school leaders including bravery, honesty, compassion, a strong work ethic, and critical thinking critically. Additionally, he stressed the significance of school administrators keeping in mind what it was like to be an educator and bearing this memory in mind when performing their tasks.

Leadership Disposition of a School Principal within Educational Institutions

Leaders play a critical role in cultivating a cohesive organizational culture by establishing a strong sense of community and articulating a compelling vision for achieving collective goals. This commitment to a shared vision imbues leaders with a sense of purpose and direction, driving their efforts toward realizing the organization's objectives. According to Kouzes and Posner (2002), a well-defined vision ranks second only to honesty as a fundamental trait of effective leaders. To foster trust and alignment among followers, leaders must adhere to principles and remain steadfast in upholding their core values, thereby inspiring confidence in their vision and leadership.

DepEd Order No. 19, Series of 2016, is a directive issued by the Department of Education (DepEd) that outlines comprehensive guidelines for establishing an environment within educational institutions that is conducive to the teaching and learning processes while

prioritizing the safety and well-being of students. This order emphasizes the importance of creating a child-friendly atmosphere where students feel comfortable, engaged, and motivated to learn.

The order likely includes specific provisions related to the physical environment of schools, such as classroom design, facilities maintenance, and safety protocols. It may also address the importance of fostering positive relationships between students and educators, as well as promoting inclusive practices to accommodate diverse learning needs. Furthermore, the order may incorporate strategies for enhancing the overall educational experience, such as integrating technology into teaching methods or implementing innovative instructional approaches.

Moolenaar, Daly, and Sleegers (2010) posit that when a school's culture aligns positively with transformational leadership, it fosters motivation among followers within the organization. In such an environment, leaders possess the capacity to inspire followers to exceed expectations and achieve heightened levels of productivity. This alignment between leadership style and organizational culture enables leaders to effectively engage and empower their followers, resulting in a more dynamic and productive educational setting. By leveraging transformational leadership principles, leaders can cultivate a culture of innovation, collaboration, and continuous improvement, ultimately driving positive outcomes for the entire school community.

Fullan (2001) suggests that the increasing complexity of society necessitates more sophisticated leadership, particularly in the realm of education. Effective school leaders must navigate these complexities by honing their communication skills, problem-solving abilities, and capacity for leading change. Transformational leadership qualities are vital for principals to inspire and mobilize their school communities toward shared goals. Accordingly,

successful school leaders recognize the importance of establishing a clear vision as the foundational step in guiding decision-making processes and driving progress (Kearney & Herrington, 2010).

As noted by The Campaign for Fiscal Equality (2011), outstanding school leaders play a crucial role in shaping positive school cultures and cultivating successful relationships. They demonstrate behaviors and facilitate activities that promote collaboration and mutual respect within the school community. Effective leaders ensure that all members feel valued and appreciated, encouraging open communication and participation. By fostering a collaborative culture, school leaders empower their teams to work towards common goals and contribute to the overall success of the school. Thus, creating an environment where every member feels respected and their input is valued is essential for fostering a thriving educational community.

According to Whitaker et al. (2000), fostering trust between the leader and the members of the school community is paramount for advancing the school's vision. Without trust, the leader's decisions and actions may be met with skepticism and resistance from others. This lack of trust can hinder progress and create friction within the organization. Establishing trust enables the leader to effectively engage and mobilize the team towards shared goals, fostering a collaborative and supportive environment. Therefore, building trust is essential for effective leadership and the realization of the school's vision.

Boyd et al. (2011) findings indicate that principals play a vital role in retaining excellent teachers by embodying specific traits and providing administrative support. It is incumbent upon principals to cultivate an environment that fosters professional growth and job satisfaction for teachers. By demonstrating effective leadership and offering necessary resources, principals can incentivize talented educators to remain in the classroom. Moreover,

principals should prioritize creating a supportive and conducive work environment that recognizes and values teachers' contributions. Ultimately, the study underscores the pivotal responsibility of principals in retaining high-quality teachers and ensuring the continued success of the school community.

Moreover, Hirsch, Emerick, Church, & Fuller (2007) highlight the multifaceted nature of administrative support, which encompasses various actions undertaken by administrators to facilitate the success of stakeholders. This support may include providing resources, professional development opportunities, and guidance to individuals within the organization. Administrators who prioritize administrative support demonstrate their commitment to fostering an environment conducive to growth and achievement. Moreover, they actively engage with stakeholders, listen to their needs, and strive to address challenges effectively. Ultimately, administrative support plays a crucial role in enhancing the overall performance and satisfaction of individuals within the organization.

In their study, Brown and Wynn (2009) highlighted leadership traits conducive to teacher satisfaction and retention, with a significant emphasis on the rapport established by principals. Principals who cultivated strong relationships with teachers created a sense of community and collaboration within the school environment. They actively encouraged the input and leadership of their teaching staff, fostering a culture of inclusivity and empowerment. By valuing the perspectives and contributions of teachers, these leaders engendered a positive work atmosphere and increased job satisfaction. The study underscores the importance of relational leadership in promoting teacher retention and enhancing overall school effectiveness.

Methodology:

This research adopts a mixed-methods approach, combining quantitative surveys and qualitative interviews. Surveys were distributed to teachers, students, and staff members to gauge perceptions of the principal's leadership disposition and its effect on the school environment. Additionally, semi-structured interviews were conducted with school administrators, teachers, and students to gather in-depth insights and anecdotes regarding the influence of leadership disposition on the school environment.

The study likely involved gathering data or feedback from various stakeholders within the educational context. These stakeholders include teachers, who are responsible for delivering instruction and managing the classroom; students, who are the recipients of education and the primary focus of schooling; school administrators, who oversee the overall functioning of the school and make decisions about policies and procedures; and parents, who play a crucial role in supporting their children's education and may have insights into their experiences within the school environment.

By including these diverse groups of respondents, the study aims to gather a comprehensive range of perspectives on the topic under investigation. Each group brings a unique viewpoint and set of experiences that can contribute valuable insights to the research. For example, teachers can offer insights into instructional practices and classroom dynamics, students can provide feedback on their learning experiences and the school climate, administrators can offer perspectives on organizational policies and leadership practices, and parents can provide input on their interactions with the school and their child's educational journey.

The study employed purposive sampling techniques to comprehensively investigate the entire population of interest. This approach was deemed appropriate to conducting survey aiming to gather participation data from all target respondents effectively. A total of 100 respondents were selected, representing a diverse group including teachers, students, school administrators, and parents.

By involving teachers, students, school administrators, and parents as respondents, the study seeks to capture a holistic understanding of the educational context and the experiences of those involved within it. This approach enhances the validity and applicability of the study's findings, as it considers the perspectives and voices of all key stakeholders in the educational process.

Result and Discussion

1. **Assessment of the Respondents to the Leadership Disposition of a School Principal**

Table 1

Assessment of the Respondents to the Leadership Disposition

Leadership Disposition	Mean	Standard Deviation	Verbal Interpretation
1. Educational Leaders should possess visionary thinking skills to effectively guide the direction of educational institutions and systems.	3.60	0.91	Strongly Agree

2. Collaborative decision-making among educational leaders is essential for creating a cohesive and inclusive educational environment.	3.58	0.92	Strongly Agree
3. Ethical decision-making is a fundamental characteristic of effective educational leaders, ensuring integrity and trust within the educational community.	3.60	0.91	Strongly Agree
4. Inclusivity is a key aspect of educational leadership, encompassing the ability to value and incorporate diverse perspectives and voices within the educational community.	3.56	0.94	Strongly Agree
5. Educational leaders should demonstrate empathy towards students, teachers, parents, and other stakeholders, fostering a supportive and understanding educational environment.	3.62	0.83	Strongly Agree
Overall	**3.60**	**0.89**	**Strongly Agree**

The data presented in Table 1, shows that the respondents generally hold highly positive perceptions toward the leadership disposition of a school principal.

Statement 5 has the highest mean score of 3.62 and a standard deviation score of 0.83 with a verbal interpretation of strongly agree. Moreover, statement 1 has a mean score of 3.60

and a standard deviation score of 0.91 with a verbal interpretation of strongly agree. Same with statement 3, it accumulated a mean score of 3.60 and a standard deviation score of 0.91 with a verbal interpretation of strongly agree. Additionally, statement 2 has a mean score of 3.58 and a standard deviation score of 0.92 with a verbal interpretation of strongly agree. Furthermore, statement 4 has a mean score of 3.56 with a standard deviation score of 0.94 with a verbal interpretation of strongly agree. Lastly, the overall mean score is 3.60 and a standard deviation score of 0.89 with a verbal interpretation of strongly agree.

Statement 5, which emphasizes the importance of demonstrating empathy towards stakeholders, received the highest mean score of 3.62. This indicates that respondents overwhelmingly believe that educational leaders should prioritize empathy in fostering a supportive and understanding educational environment. The relatively low standard deviation score of 0.83 suggests that opinions regarding this statement were highly consistent among respondents.

Similarly, statements 1, 2, and 3 received mean scores ranging from 3.58 to 3.62, with standard deviation scores ranging from 0.83 to 0.92, all corresponding to a verbal interpretation of "strongly agree." This indicates a strong consensus among respondents regarding the importance of visionary thinking, collaborative decision-making, and ethical decision-making in educational leadership. The high mean scores and low standard deviations suggest that respondents held consistent and strongly positive views on these aspects of leadership disposition.

Statement 4, which focuses on inclusivity as a key aspect of educational leadership, received a slightly lower mean score of 3.56, but still within the range of "strongly agree." The standard deviation score of 0.94 indicates a slightly higher level of variability in

responses compared to the other statements, suggesting that opinions on inclusivity may have been slightly more varied among respondents.

The findings of this study with previous research conducted by various scholars in the field of educational leadership. Walters, Marzano, and McNulty (2003) conducted an extensive analysis of leadership behaviors and their impact on student learning outcomes. Their research underscored the significant influence that leaders' actions within educational settings have on student achievement. This supports the high mean scores obtained for statements emphasizing visionary thinking, collaborative decision-making, and ethical behavior in the survey.

Furthermore, Brown (2015) emphasizes the importance of identifying and developing successful leadership traits to enhance student learning outcomes. The author highlights the professional responsibility of educational leadership programs in cultivating these traits among aspiring leaders. This resonates with the emphasis placed on these leadership qualities in the survey results, as evidenced by the high mean scores and strong agreement among respondents.

Additionally, Green and Cooper (2013) emphasize the crucial role of principals in cultivating supportive relationships with teachers, which significantly impacts student achievement and school culture. This aligns with the emphasis on empathy and inclusivity in the survey results, as these qualities contribute to fostering positive relationships and a supportive educational environment.

The results are consistent with existing literature on educational leadership, highlighting the importance of empathy, visionary thinking, collaborative decision-making, ethical behavior, and inclusivity in promoting positive outcomes in educational settings.

2. School Principal's Leadership Disposition Affects the School Environment

Table 2

School Principal's Leadership Disposition

Theme	Significant Statement
1. Leadership Impact on Decision-making	"The principal's leadership style greatly impacts decision-making and results because it shapes how problems are addressed, priorities are set, and the school culture is fostered". Participant 1 "The principal's disposition significantly influences decision-making influences decision-making processes and outcomes". Participant 3
2. Stakeholder Engagement and Collaboration	"A principal with strong leadership disposition values input from teachers, students, parents, and community members in the decision-making process". Participant 2 "Effective school leadership hinges on the principal's ability to engage stakeholders

	and foster collaboration among teachers, students, parents, and community members". Participant 8
3. Impact on the Environment and Result	"Positive leadership fosters a sense of shared responsibility and accountability, leading to improved outcomes, while negative disposition may lead to conflict and hinder progress". Participant 4 "Positive leadership qualities inspire staff and students to go above and beyond expectations, leading to higher engagement and achievement". Participant 12
4. Motivation and Productivity	"Positive leadership qualities inspire staff and students to go above and beyond expectations, leading to higher levels of engagement". Participant 5 "School principals must portray being decisiveness, resilience, confidence, and

	integrity as essential for successful school leadership". Participant 21
5. Accountability and Responsibility	"The principal's actions and decisions have far-reaching implications for the school community, requiring careful consideration and ethical conduct". Participant 13 "Principal's actions and decisions shape the behavior and attitudes of staff members, affecting the commitment to organizational goals and the decision-making process". Participant 19

The data presented in Table 2 highlights several key themes regarding the impact of a school principal's leadership disposition on the school environment.

The first theme that emerged was **Leadership Impact on Decision-making.** Participants emphasize the significant influence of the principal's leadership style and disposition on decision-making processes within the school. As stated by Participant 1 *"The principal's leadership style greatly impacts decision-making and results because it shapes how problems are addressed, priorities are set, and the school culture is fostered"* and also with Participant 3 *"The principal's disposition significantly influences decision-making*

influences decision-making processes and outcomes". They note that the principal's approach shapes how problems are addressed, priorities are set, and ultimately, the culture is fostered.

The participants highlight how the principal's leadership style significantly influences decision-making processes within the school. This aligns with the research provided, particularly with the emphasis on the importance of a well-defined vision and transparent communication in effective leadership (Kouzes & Posner, 2002; Fullan, 2001). Effective leaders, as suggested by the study, shape organizational culture by articulating a compelling vision and fostering trust among stakeholders.

The second theme that emerged was **Stakeholder Engagement and Collaboration.** The data highlight the importance of the principal's ability to engage with stakeholders, including teachers, students, parents, and community members, in decision-making processes. As stated by Participant 2 *"A principal with strong leadership disposition values input from teachers, students, parents, and community members in the decision-making process"*. Then Participant 8 stated that *"Effective school leadership hinges on the principal's ability to engage stakeholders and foster collaboration among teachers, students, parents, and community members"*. These statements emphasize the importance of a principal's leadership disposition in engaging with and valuing input from various stakeholders, including teachers, students, parents, and community members, in the decision-making process. Both statements underscore the critical role of a principal's leadership in promoting inclusivity, transparency, and collaboration with the school environment. A strong leadership disposition values input from various stakeholders and fosters collaboration among them.

The data emphasize the necessity for principals to engage with various stakeholders and foster collaboration among them in decision-making processes. This resonates with the researcher's emphasis on the role of leaders in engaging and empowering followers

(Moolenaar, Daly, & Sleegers, 2010). Successful leaders, as highlighted in the research, leverage transformational leadership principles to cultivate a culture of collaboration and innovation.

The third theme was the **Impact on the Environment and Result.** Positive leadership qualities contribute to a sense of shared responsibility and accountability among staff and students, leading to improved outcomes. Conversely, a negative leadership disposition may lead to conflict and hinder progress within the school environment. As stated by Participant 4, *"Positive leadership fosters a sense of shared responsibility and accountability, leading to improved outcomes, while negative disposition may lead to conflict and hinder progress"*, and also with Participant 12 stated that *"Positive leadership qualities inspire staff and students to go above and beyond expectations, leading to higher engagement and achievement"*. Participant 4 highlights that when leaders exhibit positivity, it encourages a sense of shared responsibility and accountability among everyone involved, ultimately leading to better outcomes. Conversely, a negative leadership approach may sow seeds of conflict and impede progress. Meanwhile, Participant 12 emphasizes how positive leadership has the power to inspire both staff and students to strive for excellence, resulting in heightened engagement and achievement levels. In essence, these insights stress the pivotal role of positive leadership in fostering a supportive and successful school community.

Positive leadership qualities are shown to lead to improved outcomes, fostering a sense of shared responsibility and accountability among staff and students. This finding aligns with the literature's emphasis on the role of effective leadership in shaping organizational culture and driving positive outcomes (The Campaign for Fiscal Equality, 2011). Trust and transparency, as emphasized in the study, are crucial for fostering a supportive and collaborative environment.

The fourth theme that emerged was **Motivation and Productivity.** As stated by Participant 5, *"Positive leadership qualities inspire staff and students to go above and beyond expectations, leading to higher levels of engagement"*. Also with Participant 21, *"School principals must portray being decisiveness, resilience, confidence, and integrity as essential for successful school leadership"*. Positive leadership qualities inspire staff and students to exceed expectations and achieve higher levels of engagement. Principals are expected to demonstrate decisiveness, resilience, confidence, and integrity to foster a productive school environment.

Participants highlight how positive leadership qualities inspire staff and students to exceed expectations and achieve higher levels of engagement. This is consistent with the literature's emphasis on the role of leadership in motivating followers and fostering a culture of continuous improvement (Boyd et al., 2011). Effective leaders, as suggested by the literature, prioritize creating a supportive work environment that recognizes and values contributions.

The last theme that emerged was **Accountability and Responsibility.** The principal's actions and decisions have significant implications for the school community, requiring careful consideration and ethical conduct. As stated by Participant 13, *"The principal's actions and decisions have far-reaching implications for the school community, requiring careful consideration and ethical conduct"* and also with Participant 19, *"Principal's actions and decisions shape the behavior and attitudes of staff members, affecting the commitment to organizational goals and the decision-making process"*. These statements underscore the significant role of the principal in shaping the overall culture and functioning of the school.

The data underscore the importance of the principal's actions and decisions in shaping the behavior and attitudes of staff members, emphasizing the need for ethical conduct and

accountability. This aligns with the researcher's emphasis on the role of trust and administrative support in enhancing organizational performance (Hirsch, Emerick, Church, & Fuller, 2007). Effective leaders, as highlighted in the study, prioritize building trust and providing necessary support to stakeholders.

The result of the study highlights the interconnectedness between leadership disposition and various aspects of the school environment, emphasizing the importance of effective leadership in driving positive outcomes and fostering a supportive and collaborative culture within the school community.

3. Proposed Leadership Educational Program

Title: Leadership Excellence: Empowering Principals for Transformation

Rationale

Effective leadership in educational institutions is paramount for driving positive change and fostering an environment conducive to growth and success. Principals play a crucial role in shaping the culture, direction, and outcomes of their schools. Therefore, investing in the development of their leadership skills is essential to ensure optimal decision-making, stakeholder engagement, shared responsibility, and accountability, ultimately leading to enhanced staff and student performance.

General Objectives:

To cultivate and enhance the leadership capabilities of principals, enabling them to influence decision-making, engage stakeholders, foster shared responsibility, inspire positive qualities, and shape behaviors and attitudes within their school communities.

Target Beneficiaries:

School Principals and Educational Leaders

Table 3

Leadership Excellence: Empowering Principals for Transformation

Key Result Areas (KRAs)	Proposed Measures	Specific Objectives	Key People Involved	Materials/Resources	Expected Outputs/Success Indicators
a. Principal's Leadership Style Influencing Decision-Making	Performance evaluations, surveys	To assess and understand the principal's current leadership style and its impact on decision-making	Principals Leadership Teams	Assessment Tools, Surveys, Training modules	Increased awareness and understanding of the correlation between leadership style and decision-making among principals, leading to more effective and informed decision-making processes.

b. Importance of Stakeholder Engagement and Collaboration	Stakeholder feedback, Collaboration metrics	2. To emphasize the significance of stakeholder engagement and collaboration in achieving organizational goals.	Principals, Staff, Community	Workshops, Collaboration tools, Communication platforms	Enhanced stakeholder relationships, evidenced by increased participation, collaboration, and satisfaction levels among staff, students, parents, and community members.
c. Fostering Shared Responsibility and Accountability	Accountability frameworks, Goal setting	3. To promote a culture of shared responsibility and accountability among staff and students.	Principals, Teachers, Students	Accountability frameworks, Goal-setting templates	Improved organizational culture characterized by heightened accountability, ownership, and collective commitment to achieving shared

					goals and objectives.
d. Inspiring Positive Leadership Qualities	Leadership assessments, Recognition programs	4. To cultivate and amplify positive leadership qualities that inspire and motivate staff and students.	Principals, Leadership Teams	Leadership assessment tools, Recognition programs	Recognition of exemplary leadership behaviors, increased morale, motivation, and engagement levels among staff and students, leading to enhanced performance and productivity.
e. Principal's Influence on Staff Behavior and Attitudes	Behavior observations, Staff surveys	5. To underscore the significant influence of the principal's actions	Principals, Staff	Observation tools, Surveys, Feedback mechanisms	Positive shifts in staff behavior and attitudes, demonstrated by improved morale, cooperation, and job satisfaction,

		and decisions on staff behavior and attitudes.			resulting from effective leadership practices and decision-making.

Conclusions:

1. These findings highlight the collective belief in the critical role that principals play in fostering a positive school environment through their leadership disposition. By prioritizing empathy, visionary thinking, collaboration, and ethical behavior, principals can create a supportive atmosphere conducive to student learning and overall school success. These leadership qualities are seen as essential in addressing challenges, setting priorities, and shaping the school culture.

2. The study underscores the significant impact of a school principal's leadership on the overall school environment. Key findings emphasize the influence of leadership style on decision-making, the importance of stakeholder engagement and collaboration, and the positive outcomes associated with effective leadership qualities. Additionally, the study highlights the principal's role in shaping staff behavior and attitudes through ethical conduct and accountability. The result emphasize the critical importance of effective leadership in driving positive outcomes and fostering a supportive and collaborative school culture.

3. The proposed leadership educational program, "Leadership Excellence: Empowering Principals for Transformation", is designed to enhance key areas of leadership crucial for driving positive change in educational institutions. By focusing on decision-making, stakeholder engagement, shared responsibility, positive leadership qualities, and staff behavior, the program aims to empower principals to lead effectively and foster a supportive school culture. With targeted measures and specific objectives, the program aims to enhance staff and student performance, ultimately contributing to the overall success of educational institutions.

Recommendation:

Based on the conclusion highlighting the leadership dispositions of a principal in fostering a positive school environment, here are the recommendations of the researcher:

1. Implement targeted leadership development programs for principals, focusing on empathy, visionary thinking, collaboration, and ethical behavior. Provide tools and workshops to enhance interpersonal skills, articulate clear visions, foster teamwork, and uphold integrity within the school community. This approach will empower principals to lead effectively and create a positive and supportive school culture.

2. Educational institutions should prioritize developing principal's leadership skills. This includes tailored programs focusing on decision-making, communication, and vision alignment. Principals should actively engage stakeholders, cultivate positive leadership qualities, and promote ethical conduct and accountability. Recognition programs can inspire continued motivation.

3. Implement the "Leadership Excellence: Empowering Principals for Transformation" program to enhance leadership skills crucial for driving positive change in educational institutions. By providing targeted measures and specific objectives, the program will

empower principals to lead effectively and cultivate a supportive school culture,

ultimately improving staff and student performance and contributing to the overall

success of educational institutions.

Acknowledgment

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Research Presentation

Montales, D. (2022). "The Effectiveness of an Independent Guided Material in Factoring Polynomials with the Integration of Problem-Solving Maps in Enhancing the Performance of the Grade 8 Students" Presented at the TOCFE International Symposium, Niceville, Florida, United States of America. February 26, 2022.

Montales, D. (2021). "Facilitating Grades Consolidation and Report Card Accomplishment of the Class Advisers through Felipe G. Calderon High School Automate." Presented at the 1st District 2 Research Summit in Florentino Torres High School Manila. June 23, 2021.

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the 1st Action Research Summit in Felipe G. Calderon High School Manila. May 3, 2021.

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