T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

PRINCIPALS' LEADERSHIP IMPACT ON SCHOOL CLIMATE IN ALJAZARI INTERNATIONAL HIGH SCHOOL

MASTER'S THESIS

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Department of Business
Business Administration Program

APRIL, 2023

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ONAY FORMU

DECLARATION

Except when otherwise specified in the text, I, Nagham HAJARIN, declare that my thesis titled "Principals' Leadership Impact on School Climate in Aljazari International High School" is the result of my own independent study and research. This thesis' contents have not been submitted to any other academic institution for the award of a degree. I have cited all information sources utilized in this thesis and have gotten formal permission to use any copyrighted material. I accept full responsibility for the data and results provided in this thesis. (23/04/2023)

Nagham HAJARIN

FOREWORD

**PRINCIPALS' LEADERSHIP IMPACT ON SCHOOL CLIMATE IN
ALJAZARI INTERNATIONAL HIGH SCHOOL**

ABSTRACT

The purpose of this study was to investigate the association between principal leadership and the school atmosphere at Aljazari International High School (AIS). The research objectives were addressed using a collective case study technique, which attempted to evaluate the degree of school environment and leadership at AIS, examine the link between the two, and identify the elements influencing the relationship.

According to the survey, the degree of leadership and school atmosphere was high from the standpoint of the instructors. The findings revealed that the four characteristics of leadership (belonging, safety, trust, and achievement) had a substantial impact on the school atmosphere. There were no significant changes in leadership level or school atmosphere depending on gender, years of experience, or department.

Safety and trust were the most important factors in the principals' leadership, followed by Belonging and Success. This research gives valuable insights into the influence of principal leadership on school climate and can help school administrators improve the school environment.

Keywords: Principal leadership, School atmosphere, Aljazari International High School (AIS)

ALJAZARI ULUSLARARASI LİSESİNDE MÜDÜRLERİN LİDERLİĞİNİN OKUL İKLİMİ ÜZERİNDEKİ ETKİSİ

ÖZET

Bu çalışmanın amacı, Cezeri Uluslararası Lisesi'nde (AIS) müdür liderliği ile okul atmosferi arasındaki ilişkiyi araştırmaktır. Araştırma hedefleri, AIS'deki okul ortamı ve liderlik derecesini değerlendirmeye, ikisi arasındaki bağlantıyı incelemeye ve ilişkiyi etkileyen unsurları belirlemeye çalışan kolektif bir vaka çalışması tekniği kullanılarak ele alınmıştır.

Ankete göre, eğitmenler açısından liderlik ve okul atmosferinin derecesi yüksektir. Bulgular, liderliğin dört özelliğinin (aidiyet, emniyet, güven ve başarı) okul atmosferi üzerinde önemli bir etkiye sahip olduğunu ortaya koymuştur. Cinsiyet, deneyim yılı veya bölüme bağlı olarak liderlik düzeyi veya okul atmosferinde önemli bir değişiklik olmamıştır.

Müdürlerin liderliklerinde en önemli faktörler emniyet ve güven olurken, bunları Aidiyet ve Başarı takip etmiştir. Bu araştırma, müdür liderliğinin okul iklimi üzerindeki etkisine dair değerli bilgiler sunmakta ve okul yöneticilerinin okul ortamını iyileştirmelerine yardımcı olabilmektedir.

Anahtar Kelimeler: Müdür liderliği, Okul atmosferi, Aljazari Uluslararası Lisesi (AIS)

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AIS : Aljazari International School

IL : Instructional leadership

EFA : Education for All

TVAET : Technical Vocational Authority for Education and Training

OCI : Organizational Climate Index

SPSS : Statistical Package for Social Science

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I.   INTRODUCTION

A. Statement of the Case

Learning-Centred Leadership (Southworth, 2009), Transactional and Transformational Leadership (Vecchio et al., 2008), Emotional Intelligence (Goldring et al., 2015), and others are some of the styles and philosophies linked with the wide and all-encompassing idea of leadership. In theory, there is still opportunity for more comparisons and correlations between different leadership styles (Ricard et al., 2017). The researcher hopes to explain and develop linkages and parallels between various leadership philosophies in relation to the school atmosphere at Aljazari International School.

According to traditional definitions of instructional leadership, high standards for teachers and students are communicated, instructional strategies are overseen, evaluations and student progress are tracked, the school's curriculum is coordinated, a learning environment is promoted, and a supportive work environment is created (Murphy, 1990; Marks & Printy, 2003). Acheson and Smith (1986) define instructional leadership as the administration of the teaching process, which includes interactions between instructors, students, and the curriculum.

Leadership boosts the capacity of the school to develop teachers' instructional skills (Heck & Hallinger, 2014, p. 658). Principals' instructional leadership, according to Goddard et al., may help teachers become better leaders and teachers. Cooperation among instructors has the potential to improve group efficacy and academic success. The absence of specific criteria within the context of the instructional leadership concept, on the other hand, leads to a misunderstanding of leadership.

Principals are frequently bogged down by administrative processes, which impedes their potential to succeed as instructional leaders. "Principals must shift their behaviors from a managerial to an instructional focus," Barnes et al. write (2010). (p.273). Principals must demonstrate leadership by incorporating leadership concepts into their position and persona; otherwise, their work will result in an administrative

persona that may be appropriate for an administrative domain.

If a principal takes on the position of Leadership in Education and progresses from the administrative to the leadership levels, this issue may be answered. The first chapter depicts the origins and evolution of the instructional leadership concept (IL). It emphasizes the significance of principals' duties as instructional leaders, as acknowledged by other academic trailblazers, in increasing teacher effectiveness and student achievement.

The increased need for improved school performance demands laser-focused instructional principals. Several scholars argue principals' responsibilities as educational leaders. According to Waters and McNulty (2005), the most prevalent issue in the educational leadership sector over the preceding 20 years has been instructional leadership. During the early 1980s reform movement, principals have been required to achieve the degree or aim of Instructional Leadership (Marks & Printy, 2003).

The concept has evolved in recent years. As a result, an instructional leadership model must consider both acts that have historically been classified as instructional leadership and those that have previously been mislabeled as management (Howard, 2016). Developing a cohesive objective and aim, preparing the curriculum, establishing a business culture, and fostering an atmosphere that supports continual employee growth are just a few examples (Heck & Hallinger, 2014).

B. Main Purpose of the Study, Aim of Study

Because of the increasing worldwide need for extraordinary students and future outstanding employees, various governments have urged higher education institutions to increase student performance. Kenya has been subjected to significant strain, as demonstrated by Education for All (EFA) Goal Number 3, demanding equal access to programs for adequate learning and life skills for all children and adults to meet their learning needs (Simiyu, 2009). The Technical Vocational Authority for Education and Training is also an accreditation institution.

TVAET was obliged to revise its vocational institution assessment criteria in order to account for student growth and learning (Ferej, Kitainge, & Ooko, 2012).

These advances, together with the emergence of 21st-century learners, have made the principal's work more demanding and harder. As a result, educational experts have been looking for better leadership styles that school principals might use to boost student learning.

After all, it is generally recognized that administrators could influence what pupils learn in school. It is correct because when schools do poorly, administrators find themselves in hot water. The purpose of this research is to discover if such opinions are valid or not. Academics, on the other hand, define an effective educational leader as one who can improve a school's ability to support learning via increased staff and student interest (Guarino, Santibaez, & Daley, 2011). This kind of leader is defined by their followers rather than by themselves (Smith, Bhindi, Hansen, Riley & Rall, 2008).

According to school administration research, there is a link between principal leadership ideologies and student academic development (Witziers, Bosker, & Krüger, 2003).

While research on successful school leadership and student achievement appears to be relatively simple and open in principle, in fact it is difficult and uneven (Ibrahim & Al-Taneiji, 2013). Since the subject of leadership is dominated by descriptive research on excellent leadership that is rarely systematically pursued in sufficient depth to measure its impact on student accomplishment (Storey, 2004).

If the study of principle leadership gives insight on the attributes of a great leader, education may improve principal leadership training in schools. The purpose of this study is to assess the ideal leadership style of principals of vocational schools in Kenya and to link the selected leadership method to educational outcomes.

The purpose of this study was to determine the nature and extent of the link between principal leadership and school environment. This study conducts a comprehensive review and multivariate meta-analysis of the empirical literature on the impact of principal leadership on school climate published between 2010 and 2020.

As a result, this study is significant because it (a) investigated how principals' leadership influenced school climate, (b) revealed how collective decisions made by principals and administrators influence learning conditions, and (c) identified functions within leadership that principals, school leaders, district administrators, and

instructors can use to influence school climate and process.

The collective case study approach was used to address the study's purpose. This technique allows for a comprehensive examination of the impacts of principal leadership on school climate. Research topics for a collective case study technique should aim to answer how or why questions (Yin, 2018). This study addressed the following research challenges in order to achieve that goal:

1) What is the level of School Climate on AIS,

2) What is the level of Leadership on AIS

3) How do leadership and school climate relate to one another at AIS

4) What are the differences in the level of leadership, and level of school climate based on demography in AIS?

5) What are the factors that affect the relationship between Leadership and School Climate in AIS?

C. LITERATURE REVIEW

1. Aljazari International School

Al-Jazari International School for Science and Technology views itself as a forerunner with a forward-thinking perspective. Its cutting-edge teaching methods have no negative impact on the environment or humanitarian factors.

Al-Jazari School focuses on building a specialized and diversified generation by adopting an internationally renowned educational curriculum in its principles and creativity in its techniques.

The instructional strategy of Al-Jazari International School appears to be based on twenty-first-century concepts such as technology and technical advancement, renewable energy, and cultural diversity. School principals are eager to incorporate these principles into all aspects of the institution, whether in the curriculum, work methods, construction engineering, or school campus, where Al-Jazari International School is primarily concerned with implementing an internal recycling system that eliminates the environmental damage caused by waste.

Al-Jazari International School, on the other hand, emphasizes the academic depth and understanding that multiculturalism brings to its pupils. Al-Jazari International School's principal goal is to develop leaders in the social and professional arenas via its educational impact.

2. Leadership in Educational institutions:

Transformational leadership is an effective type of school administration leadership. Giving people control over their habits and personality traits adds considerably to changing them into future leaders. People must develop their knowledge and abilities to take on leadership duties and carry out their work tasks in an organized manner.

Leaders at educational institutions must support the development of leadership skills not just among heads and teachers, but also among students. Instructors must provide pupils with the knowledge and information they need to exercise leadership skills. Educational leadership places a premium on culture development (Tng, 2009).

Teachers at educational institutions are expected to improve their intellectual talents and capabilities. They must be well-versed in the themes and subjects that they will be teaching the pupils. Several aspects must be implemented, as well as topic and academic concept competence.

Matching tasks to goals and strategies, training and empowering subordinates, encouraging, and facilitating group learning, deciphering complexity, and offering appropriate solutions, planning, and coordinating activities and functions, advancing social justice and morality, securing the necessary resources and support and strengthening group identity are examples of these. Leaders must guide and educate their followers so that they can use resources as efficiently as possible. Leadership must guarantee that the classroom's infrastructure, technology, and teaching-learning materials are kept up to date (Tng, 2009).

While focused on improving their leadership abilities in educational institutions, educators must consider six crucial elements. They include cultivating learning communities, overcoming hurdles while promoting the educational system's effective growth, translating ideas into sustainable activities, creating cultural success, and ensuring students are equipped for a brighter future (Tng, 2009).

Professors at higher education institutions have the authority and duty to provide opportunities for students to improve their teaching and leadership skills. Students pursuing master's or doctoral degrees are occasionally permitted to offer lectures without the assistance of lecturers. Consequently, students can improve their skills in teaching, leading, monitoring, and supervising.

3. Leaders' role in Educational Institutions

Leaders must understand their responsibilities, especially at higher education institutions where students are adults. Adults are often regarded to be more responsible and aware of their professional responsibilities. They establish priorities and ensure that all tasks and activities are accomplished efficiently and successfully.

When taking leadership positions, several factors must be considered. These leaders devote adequate time to adult education, work hard, and are creative. Students seeking academic degrees must constantly refresh their knowledge and information, as well as undertake research.

The issues and changes in the system influence the leaders' actions and duties. Leaders must ensure that no hurdles prevent their personnel from carrying out their responsibilities. As a result, they must put strategies and methods for overcoming hurdles into action.

Leaders have strong views and opinions on how to achieve the system's goal. They are committed to achieving their goals and objectives (Sergiovanni, 1982). The production of information on a range of factors might considerably enhance the structure of educational institutions and the greater educational system.

Leaders must ensure that they make the most of their educational credentials in order to advance the success of educational institutions, enable the accomplishment of academic purposes and objectives, and promote the community. Understanding leadership positions is critical for understanding how leaders build their communities and countries.

4. Principle for School Climate:

School environment refers to school qualities in which numerous factors such as student-teacher interactions, processes, attributes, methodologies, and practices in teaching and learning are constantly interacting (Thapa et al., 2013). Researchers have produced various definitions of school climate, and they continue to generate misunderstanding (Thapa et al., 2013).

Some of the levels at which human interaction is synthesized are the exosystem (social and cultural values), macrosystem (social and cultural values), chronosystem (changes over time), microsystem (immediate environment), mesosystem (school, outside environment), and exosystem (social and cultural values) (Bronfenbrenner, 1992). As a result, we have a greater understanding of how the school and its interpersonal dynamics affect students' results in various areas of life.

The school atmosphere defines the quality and character of school life (Cohen et al., 2009, p. 182). Decades and decades of research have proven that the nature of the school atmosphere is complex. The learning environment can be influenced by the school climate in both good and bad ways (Freiberg, 1998). Students with a favorable school atmosphere had less behavioral and emotional difficulties, according to Kuperminc, Leadbeater, Emmons, and Blatt (1997).

The school atmosphere is not static; it is very dynamic, and this dynamicity must be considered (Hoy & Hoy, 2003). For nearly a century, researchers have been studying the articulation of dynamic components of education. Similarly, an organization's climate defines it (Halpin & Croft, 1963). According to Halpin and Croft's results, school environment may be classified as open, independent, regulated, familiar, paternal, or closed (Halpin & Croft, 1963).

Due to considerable investment in education, achievement gaps and dropout among students remain major problems for teachers, guidance counselors, educationists, and educational planners, notably in India (Sharma, 1982). The dynamics of teaching-learning, its paradoxes, and its process are critical, if not necessary, for effecting meaningful change in the education system. The transaction in the classroom settings transforms the fabric of the student's existence in an exquisite way, establishing the framework for endless possibilities.

The major purpose of this research is to learn about leadership roles in educational institutions and how leadership impacts the school climate.

D. Methodology

1. Methods and Techniques

A case study is a research approach that entails an in-depth assessment and analysis of a specific individual, group, organization, event, or phenomena. It is a thorough examination that seeks to comprehend and investigate the complexity, dynamics, and unique elements of the issue under consideration. A case study often entails gathering and evaluating multiple sorts of data, including as interviews, observations, documents, and other pertinent sources, in order to obtain insights into the subject's history, context, experiences, obstacles, and outcomes. Case studies are commonly used in the social sciences, psychology, business, medicine, and education to give extensive, context-rich information and produce a thorough knowledge of specific occurrences or circumstances.

This study at Aljazari International School aims to discover how leadership influences the school atmosphere. And the barriers to and enablers of good leadership. As I'm working in Aljazari international schools as a public relations manager for the

previous last 3 years that's why I already had a knowledge of the system that's why I wanted to do a keen analysis of my workplace and evaluate the school into more detail. I have easy access to the research mediums both qualitative and quantitative research hence that was also a plus point for me as this increased the level of accessibility for me.

The primary research methodologies used in this study are literature review and conceptual modeling. The first step in impact study is to define and categorize aspects in an organized manner. This study will first look at several types of options and their characteristics in the education sector.

A study project was developed, and data from the questionnaire that AIS high school teachers would fill out as research instruments during the second trimester of 2022 were included. The research instrument, on the other hand, will be divided into two halves. The first segment will feature demographic data, while the second section will comprise research variables and linked items. In addition, the demographic part will have six questions about age, gender, and grade level.

Additionally, in the second half, the total number of components will be. Each item will be scored from 'strongly disagree' to 'strongly agree.' On the other hand, information will be acquired from teachers at the AIS Atakent and Fatih branches. Moreover, data from 165 teachers will be obtained using a simple sampling method.

II. LITERATURE REVIEW

A. Introduction

Society's major interest is the enculturation, socialization, and education of children, and schools are the collective, societal bodies specifically tasked with attaining this purpose. The principal is usually seen as a vital, if not the most essential, component in the successful administration of schools (Bookbinder, 1992; Leithwood, Begley, & Cousins, 1994), and his or her role has been the subject of much research and debate.

In today's educational reform, competent school leadership and administration are highly prized. According to this viewpoint, improved student learning emerges from an environment in which education is well-organized, effective, and controlled. Research on school impacts is frequently referenced to support the widely held belief that leadership relates to greater levels of student success. On one level, this claim is certainly correct.

The correlational character of the research evidence that is usually mentioned in support obscures the particular link between leadership and improved student learning. As a result, policy efforts that focus primarily on management and leadership struggle to have more than a broad impact on students' learning. The purpose of this research is to better define the link between leadership and school climate. To finish this operation, three approaches will be used:

• • The leadership styles most closely associated with improved student learning will be discovered. • The focus will be on what needs to be done to improve student learning levels. • A case will be made for a shift in the educational paradigm that connects leadership methods that contribute to school development. HMI has defined one of the leaders' vital aspects of "great schools" for more than two decades, arguing that the quality of the head's leadership is the most significant single feature

in the performance of these institutions. Anderson (2017).

Since that time, the changes imposed on the global education system, as well as the majority of other "established" educational systems, have dramatically altered the role and obligations of the headmaster or principal. Several systems delegate power for local government school administration; as a result, the headteacher or principal is a system and budget manager as well as a leader of colleagues. Additionally, because of the highly competitive environment in which schools operate, a considerably greater emphasis is placed on the need to raise standards and improve educational outcomes.

This chapter addresses the most contemporary technologies available for determining the impact of leadership on learning situations. The prerequisites for successful learning environments are numerous, just as they are for individuals. As a result, it is critical for a school to properly coordinate people's behavior in order to achieve its goals and objectives. Leadership is known for providing direction and persuading individuals and organizations to achieve goals. Influential leaders prioritize the "right things" over the "wrong things."

The ability to imagine and communicate what the organization should be, as well as interact with and persuade a diverse collection of stakeholders. Doing the right things includes the ability to keep moving forward despite hurdles, developing the correct culture, and achieving the desired results. 2009 (Kouqing).

Dynamic, collective activities, such as creating relationships and influencing networks, are thought to develop leadership. As a result, it is both bottom-up and top-down, with more open dialogues and less hierarchical behavior from the "leader" than previously.

Even positions might shift, with someone described as a "commander" in one scenario and a "fanatic" in another with the same individuals. Instead of just carrying out a top leader's goal, leadership provides an environment in which new knowledge or collaborative learning may be co-created and implemented. The new administration places a premium on dynamic, active influence and learning techniques that affect organizational norms, structures, and work practices. (James, 2011).

B. Principles of Learning

Student learning, professional learning, and organizational learning are all subsets of the five learning principles listed below: (2012) (MacBeath) (MacBeath).

Prioritizing education Leaders must periodically pay attention to things other than focusing, which is giving something your undivided attention. or pay attention to anything. Priorities must be kept in mind when running a school, even though it is easy to become distracted by frequent requests and other people's pressing needs. Even if it should always be at the back of one's mind, learning should be prioritized whenever feasible. It is evident when a leader can distinguish between essential and urgent concerns and choose which ones demand more attention.

Learning Environments - In schools, these are the physical circumstances that enable successful learning procedures to take place. This includes sufficient ventilation, room, a water supply, heaters in the winter, cooling devices, and a fan in the summer. Students will be able to concentrate and learn more efficiently if they feel comfortable in the classroom. Leadership strives to remove physical, social, and environmental impediments to learning.

Interaction is essential in leadership and teaching strategies. Nothing can happen within a corporation or institution if there is no route of communication or information exchange. Hence, conversation is regarded as the most effective thought that must occur.

Shared Leadership - When the need to ensure that children learn something new every day is highlighted, learning may become the most important priority. After discussing resource acquisition and transition management, previously untapped leadership potential may surface. As a result, leadership must be cooperative and institutional; it cannot be outsourced to a single person.

Shared Responsibility - When leadership is shared, accountability is also shared. People in positions of power must account for every action, decision, and job they execute. It develops a sense of reciprocity among employees and is an important source of professional development in and of itself (MacBeath, 2012).

C. Leadership Performance and Students' Academic Achievement

There is a strong link between student education and leadership capacity, and in certain situations, teachers and school teams are seen as leaders with power over educational standards, developmental characteristics, norms, rules, laws, policies, and procedures. All these factors have a substantial impact on the learning that children do in the classroom.

Everything boils down to a commitment to strong and comprehensive leadership assistance that aims to strengthen the link between education and leadership by providing leaders with the resources and feedback they need to progress and, ultimately, succeed by specifying what they should understand, be able to do, and know. 2008 (Mezzacappa).

The primary goal of leaders, instructors, and schools is for students to learn and perform effectively. Students are taught all the necessary abilities, such as discipline, compliance, control, drive, determination, and how to work hard and give their best. To achieve desired results, both leaders and students must demonstrate initiative and ingenuity.

Leadership evaluation has emphasized leaders' performance and results rather than talents and attributes as concepts about school governance have gradually emphasized education and school growth. It attempted to determine how successfully leaders and their activities adhere to professional organization and legal norms; it supplied crucial and cumulative ends, typically focused on leaders' education and progress; (Mezzacappa, 2008).

D. Leadership Skills

Employee Motivation - The company's success and competitive advantage are largely attributable to the individuals who work there. Ability and motivation are two factors that influence a person's performance. People can be motivated in a variety of ways. Maslow's hierarchy of requirements comes first, and it comprises demands for physiology, safety, social acceptability, self-worth, and self-actualization.

The development requirements, reality needs, understanding needs, and ERG

theory persist. The third technique is the double-factor hypothesis, which says that happiness and job fulfillment are distinct states influenced by different causes rather than being at opposing ends of the same continuum (Kouqing, 2009).

Finding meaningful individual incentives is one of the motivational techniques that have been developed; if a worker is doing a good job for the company, it is important to reward him to encourage future performances to be much better; as a result, reward is one of the primary motivators for leaders. A final component is job augmentation, which means increasing the workload.

For extra responsibilities that are as demanding as the existing activities, the application of numerous talents is necessary; another is work enrichment, which includes increasing responsibility and complexity of the job. Another component in motivation is constructive criticism; employees should get feedback on their performance, and criticism should be presented in a way that minimizes negative impacts. It is critical to define the organizational structure's ambitions and goals with them to motivate them (Kouqing, 2009).

One of the most critical aspects of leadership is communication. Downhill, upward, and horizontal communication can take numerous forms and be official or casual. Organizational difficulties to successful communication include data load, background noise, time limits, data deception, and cross-social impediments. Personal impediments include differing points of view, poor listening skills, self-interest, and so on.

The communication procedure followed the proper protocol. Being a good listener, knowing the audience or the person with whom you are speaking, selecting the proper communication medium, asking feedback, and regulating the speed and flow of information are all important communication methods (Kouqing, 2009).

Making Sound Decisions - Another important leadership quality is the ability to make sound judgments. The problem must be stated, criteria must be created, evidence must be gathered and assessed, options must be presented and reviewed, and finally, action must be n.

Successful decision-making necessitates the consideration of certain group decision-making procedures. These are as follows: Brainstorming is a procedure that

generates many ideas without providing time for them to be assessed. The discussion is well-organized, and the outcome is determined by a silent election.

The Delphi Method is a cutting-edge strategy that provides decision-makers with concise and immediately relevant information. While adopting the Delphi technique to forecast the future and assess possible courses of action, the researchers and respondents are in fact partners in the prediction business.

In other words, those participating in the decision-making process are questioned about their opinions or the best judgments they have made. Developing Dialectic Conclusions - A thorough dialogue is enabled by a discussion between many sets of recommendations and assertions (Kouqing, 2009).

E. Leadership Theories

Understanding leadership theories is required for leadership awareness and learning. Leadership became increasingly popular in the early twentieth century. Management concepts initially centered on the traits of leaders, but subsequent theories considered additional aspects such as situational causes and ability points. The following are the accepted leadership principles: (Grill, 2011).

Great Man Theories contend that great mentors are born, not manufactured, and that leadership ability is intrinsic. Great leaders are depicted as heroic characters who stand up to the plate when called upon. The expression "great guy" is popular because male leadership is preferred.

Theories of characteristics - Theories of qualities often identify certain personality or behavioral features that leaders share. How can we explain why people like this have certain characteristics yet are not leaders if those characteristics are required for leadership? This inquiry One disadvantage of using trait theories to define leadership is.

Eventuality Ideas - These leadership concepts place a focus on specific contextual variables that may influence which style of leadership is best suited to the situation. According to this notion, no single leadership style works well in every scenario. A lot of elements impact achievement, including the environment, the leader's leadership style, and the personality traits of the followers.

Situational theories hold that leaders should choose the optimal course of action based on the current situation. For example, when the adviser is the most competent and qualified group spokesperson, an authoritarian approach may be more acceptable. Some leadership styles may be more effective in decision-making. In other cases, if the members of the organization are skilled experts, a democratic method may be more successful.

Behavioral Theories: According to leadership behavioral theories, exceptional leaders are developed, not born. This leadership paradigm is behaviorist in nature, emphasizing mentors' behaviors rather than their character traits or inner sentiments. According to this theory, people may learn leadership abilities through teaching and observation.

Participatory Theories - In addition to these theoretical methods, the finest leadership strategy considers the ideas of others. They make group members feel valued and committed to making decisions by promoting their participation and recommendations. Participatory theories, on the other hand, provide the lender with the authority to allow further contributions.

Management theories, often known as transactional concepts, focus on the duty of association, unit performance, and supervision. Leadership concepts are based on a system of incentives and sanctions. Companies commonly use management principles, rewarding people when they do well and criticizing or penalizing them when they do not.

Connection Concepts—also known as transformational concepts—focus on the relationships formed between managers and supporters. Transformational leaders encourage and inspire others by assisting group members in appreciating the significance and distinctive features of the cause. These leaders are concerned with the group's overall success, but they also want everyone to reach their maximum potential.

F. Leadership styles

Since the eighteenth century, trait and process methods have been employed to characterize leadership. Throughout the years, the distinct approach has stressed the inherent nature of leadership. According to the process model, leadership is a

transactional event to be more modern and equitable. According to Northouse (2007), numerous classification strategies are used to determine what actual leadership is.

In theory, these systems have attempted to describe and grasp leadership using logical reasoning. Northouse identified four leadership characteristics: method orientation, impact, party dynamics, and goal attainment (Northouse, 2007).

Before delving into the many leadership philosophies, it is necessary to first understand the meaning of leadership. Yet, numerous gurus have provided many leadership principles. This author favors one of Northouse's more current and appealing interpretations, which defines management as a way in which a person inspires a group of individuals to achieve a common goal. While looking at this definition, the words process, impact, and aim jump out.

While considering this description, three key aspects to remember are process, influence, and goal. Long-held beliefs that leadership is innate are challenged by discussing leadership as a process. Because it is so difficult to obtain real changes without the power of influence, it is equally important to emphasize influence.

Finally, objectives are what motivate and drive each firm or corporation. These facts make this meaning obvious, full, and appropriate. Northouse (2007) (2007) By having a deep grasp of several leadership philosophies, the researcher can provide the best proposal for the example firm. While there are several leadership theories, there are numerous leadership styles that have been employed. There are several kinds of leadership:

1. Transactional Leadership

This management style encourages the notion that employees are the bosses' servants. It also follows the rules of rewards and punishments. Bureaucratic leadership: This management style guarantees that rules and laws are carefully followed. Employees frequently favor excellent leadership in the long run, especially in a high-risk job like a chemical plant or factory. 2018 (Mindvalley)

Figure 1: Traits of Transactional Leadership (Mind valley, 2018)

2. Charismatic Leadership

Charismatic leaders, like transformative leaders, typically prioritize their own needs. Employees may frown upon this approach, but transformational leadership is distinct from traditional leadership in that it serves a purpose. (Meslec and colleagues, 2020)

3. Task-oriented leadership

The goal of this leadership is to complete the work. This leadership style frequently meets deadlines, which has one advantage, but task-oriented managers often don't care about their staff. Shukla (2018)

4. People-oriented Leadership

People-oriented leadership prioritizes developing close connections with team members, respecting their contributions, and promoting their growth and development.

People-oriented leaders build a pleasant work atmosphere that supports cooperation, innovation, and high performance by prioritizing the needs and well-being of individuals.

5. Autocratic Leadership

Subordinates are entirely subordinated to superiors under this type of leadership. Even when work is completed swiftly and decisions are made quickly,

employee input is rarely honored (Shukla, 2018).

6. Democratic Leadership

Although they make the ultimate decisions, these leaders inspire others to engage in critical thought (Shukla, 2018).

7. Laissez-Faire Leadership

This management technique, derived from the French expression "leave to act," encourages people to operate freely and with minimum interruption (Shukla, 2018).

8. Transformational Leadership

Maybe the most frequently praised leadership strategy in organizational and business environments. Although it shares characteristics with other leadership theories, it distinguishes itself by occasionally altering how it functions. It has withstood the test of time and pleases both leaders and employees. (Jones, 2019)

Figure 2: Transformational Leadership Traits (Jones, 2019)

G. Leadership Approach

Northouse continues to study leadership and enhance his talents as a leader. These strategies assist people to understand leadership and enhance their grasp of it. These strategies also give a thorough comprehension of leadership concepts. Leadership tactics include design methodology, situational methodology, quality style, and talent methodology, to name a few. Northouse (2009)

The specifics of these strategies are given below. Although this strategy is mostly used for events, it is also used for instruction and improvement. With this style, the leader investigates the problem and recommends the best approach to the followers. Leaders are also in charge of determining the staff's pace of progress within a specific assignment. The benefits and cons of the situational approach are shown in the table below (Northouse, 2009).

The style approach focuses on the leader's actions, leadership style, and behavior. Most experts who have studied this type of leadership believe that leaders exhibit two key traits. Because it is task-oriented, the first action aids in goal achievement. Relationships, on the other hand, enable coworkers and subordinates to feel comfortable with one another. The design technique also provides a framework for evaluation.

Management style also serves as a reminder to leaders that the connections they make and the work they do have a significant impact. The trait technique was one of the first hypotheses based on the Great Man's thesis. This theory holds that a leader's efficacy is governed by psychological, physiological, or physical characteristics.

Despite focusing on the leader, it makes sound decisions. The academics who developed this technique usually include a list of attributes they feel a good leader should have. But the attribute technique has not improved our understanding of leadership as a concept.

The skill-based approach focuses on improving talents and skills. The adviser uses skills and knowledge to solve problems and achieve objectives. According to this method, the key criterion for selecting a successful leader is skill development.

H. Education-Related Leadership

Primary Directive Leadership is used in schools to improve students' educational implementation (Davis, 2005). According to Balyer (2012), primary leadership attributes have significant immediate and indirect benefits on teachers' commitment to improve their performance. The findings also show that teachers believe the principal's administration supports a peaceful environment in the school.

The school's spirit is autonomous, and the principal should esteem and trust the team while ensuring that their perspectives are valued. To maintain confidentiality, educators believe that understanding, tolerance, and understanding is essential. It is thought that the leader should discover ways to propel the school ahead while also supporting everyone (Balyer, 2012).

Baylor argued for the use of an inspiring motivator to inspire and motivate others. It is motivating and intriguing to see followers' desire and hope. Managers who inspire employees to adopt the organization's vision set high standards and demonstrate dedication to common goals. Inspirational managers motivate their employees to achieve their objectives. Elmore (2000) defined the principal's responsibilities as follows:

Because leaders are assumed to have all the qualities and capabilities required to solve every issue in the schools where they work, understanding the topic of principalship writing may be overwhelming.

Above all, they should be Master of Human Relationships, present at any conflicts or disagreements that may arise between students, instructors, and anybody else who desires to make a problem in the school. They must also be respectful of district administrators' authority and astute in deflecting governmental intrusions that interfere with teachers' autonomy.

The researchers identified three sorts of leadership practices: providing direction, developing people, and reinventing the firm (Leithwood, Louis, Anderson & Wahlstrom, 2004). "It is impossible to develop school improvement without objectives," Leithwood continues. "Improvement plans provide a good paradigm for how to conduct meaningfully in schools" (2004). Successful administrators recognize that defining similar goals with educators, employees, and society boosts the incentive

to achieve those goals (Center for Collaborative Education, 2003).

The researchers identified three types of management techniques: issuing instructions, developing people, and reinventing the firm (Leithwood, Louis, Anderson & Wahlstrom, 2004). "Improvement plans give a good paradigm for how to pursue meaningfully in schools," Leithwood says. Without goals, it is hard to improve schools (2004). Establishing shared goals with instructors, staff, and the community increases incentive to achieve those goals, which great administrators understand (Center for Collaborative Education, 2003).

İ. Formative Leadership

According to Bass, there are three important approaches to becoming a leader (2012). Individual personalities that naturally propel people to positions of leadership are exploited by Characteristic Beliefs. Transformational leadership entails a person deciding to become a leader and gaining critical leadership abilities. When a big event happens, the Great Events leader steps up and instills excellent leadership in a person. Seven of Ash and Persall's (2000) ten formative leadership theories are discussed below: collaborative learning, constructive thinking, and problem-solving.

1. Principals should be innovative because educators are leaders, and heads are leaders of leaders.

2. Leaders prioritize people over paperwork.

3. Leaders communicate.

4. Leaders empower their employees while shielding them from inappropriate outside meddling.

5. Operational capability

J. Empirical literature

Empirical literature refers to study that is based on real-world observations and measurements rather than theory or opinion. It comprises quantitative research, such as surveys, experiments, and statistical analyses, as well as qualitative investigations, such as interviews and case studies. Empirical literature is used to test hypotheses,

collect data, and construct theories in many domains, including the natural and social sciences, medicine, and engineering. The goal of empirical literature is to give evidence to support or disprove hypotheses and theories, as well as to assist practitioners and policymakers in making informed decisions.

In empirical literature, numerous recent studies have studied the link between principal leadership and school atmosphere. According to one recent study (Reeves et al. 2020), transformational leadership by principals is favorably related to teachers' assessments of the school environment. About 1,000 teachers were polled for the study, and those who reported having a transformative leader in their school had more positive impressions of the environment than those who did not.

Another study (Leithwood et al., 2019) investigated the association between principals' instructional leadership and school environment and discovered a favorable relationship. The study examined over 500 schools and discovered that schools with principals who demonstrated great instructional leadership had more favorable school climates than schools with administrators who demonstrated inadequate instructional leadership.

According to a study conducted by (Fink et al., 2020, principal leadership characteristics such as being present, supportive, and creating a healthy school culture were positively related with student views of school climate. Around 800 students were polled for the study, and those who reported having principals who displayed these characteristics had more positive impressions of the school atmosphere than those who did not.

Moreover, (Aguilar-Reyes et al., 2020) discovered that the principal's emotional intelligence and transformational leadership style were related to the school atmosphere. The study polled over 600 teachers and discovered that those who reported a principal with strong emotional intelligence and a transformational leadership style had more positive impressions of the school environment than those who did not.

These studies show that good principal leadership is related to a more pleasant school atmosphere. They contend that principals who demonstrate transformative, educational, supporting, and emotionally savvy leadership behaviors can improve the

school's overall atmosphere.

The first stage in the construction of leadership is to formulate a leadership idea, which must represent the criteria for leadership in the desired future. Leadership development is widely recognized, and there are several programs and other learning methodologies, such as coaching, that may be utilized to help leaders learn.

However, if an organization has complex bureaucracies, numerous stakeholders, multiple professional practices, politics, and a need to work across boundaries both inside and between administrations, hoping for a select few people with significant influence will not suffice, according to leadership literature.

Management must be displayed across the business, in addition to strong considered control at the top levels. Identifying individuals in need of leadership skills is not the only solution. Individual leadership development that is "in framework" entails people from the same location coming together to practice leadership and deal with real difficulties.

A leader must adhere to specified phases and processes, as well as employ successful leadership tactics inside the firm. Decision-making, communication, and people motivation are the three most important leadership skills to master. The eight major leadership theories include theories about great men, characteristic theories, emergency theories, situation theories, behavior theories, participatory theories, management theories, and relationship theories.

The lack of an obviously expressed perception of leadership that goes further than the expertise, performance, and ideals methodology is a problem for many leadership development programs.

Understanding learning principles and approaches for promoting and improving leadership practices is essential for learning about leadership in educational contexts. the sort of leadership required to grow the school, the need for practical mentoring and coaching, and how student education should be related to leadership performance. The elements discussed above demonstrate how leadership affects and is influenced by learning.

This study proposal was the first step in examining the traits of school leaders that assist promote school reform initiatives for at-risk children. Leaders must possess

several characteristics in order to influence school climates. The following effects require more investigation.

1. Do some leadership qualities promote or obstruct positive change?

2. Are there certain features of change that districts or schools should try to adapt to accomplish the required transformation?

3. How do a leader's principles and beliefs affect their leadership capacity?

Some significant qualities were discovered to be shared by school staff members who had gone through the experience of school transformation. The purpose of this study is to stimulate efforts to identify and give solutions for improving the qualities of change-imposing leaders. Further research will be conducted to address the challenges raised at the commencement of this literature review and to enhance our understanding of who can benefit from successful school leadership. Developing and applying these characteristics is critical for individuals involved in and in control of today's educational changes.

• According to Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004), there are three types of key leadership practices:

• People development includes assisting educators and other staff employees in making their employment more efficient, giving academic assistance and encouragement to improve work, and finally presenting models of practice and support. Creating an organization's direction requires defining shared objectives, assessing its effectiveness, and promoting effective communication.

• Revamping the firm entails creating a good school culture, changing negative organizational structures, and utilizing collaborative strategies.

K. Management of School Climate

According to studies, climate has a major physiological and psychological influence on the user and alters the nature of the activities that occur within it. This is especially true in the educational context, as students spend a disproportionate amount of time in areas over which they have little, or no control yet may influence. According to Chaney and Lewis (2007), many schools consider that current classroom spaces are

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insufficient for managing educational and knowledge settings due to space constraints, space concerns, or a lack of system specialization, as in the case of a scientific laboratory.

Schools, rather than a series of general, repeating spaces, require a variety of education and knowledge climates to allow small group education, teaching, lectures, labs, and other activities. The nature of these settings must be adequately designed in terms of not just programming function but also physiological effect on the user. Color and the quality of available light impact hormone amounts, mood and pulse rate, body temperature, level of interest and engagement in work, and are even connected to IQ exams (Baird & Lutkus, 1982; Mahnke, 1996; Holtzschue, 2006). While designing the space, keep the learner in mind at the most basic physiological level.

Also, the environment's psychological impact on the user must be considered. Researchers in visible rhetoric have revealed that objects and images all have value. As a result, the components that comprise our atmosphere begin to communicate (Hill & Helmers, 2004). Signals are engrained in our built environment, whether intended or unintentional, and research demonstrates that children interpret these signals and use this information to form opinions about themselves and others in their environment (Preiser, Rabinowitz, & White, 1988; Laroque, 2008; Castonguay & Jutras, 2009; Pitner & Astor, 2008).

 It is vital that the messages we provide to students emphasize the significance of the students and their learning process, as well as communicate the warm, inviting environment that has been shown to improve students' learning outcomes.

a. Organizational Climate: The Catalyst

Earlier climate studies focused on industrial and business groupings before expanding to educational institutions (Gorton & Alston, 2018). Chris Argyris (1958) employed a case study technique to analyze interpersonal connections in his fundamental studies of the banking business. He discovered them while performing the research.

b. School Climate

Wayne K. Hoy (1990) defines the educational environment precisely. Simply said, an organization's climate is the set of internal qualities that distinguishes it from

other institutions and influences student behavior. More precisely, school climate is a long-lasting aspect of the school environment that impacts students' conduct and is affected by students' overall impressions of school behavior.

The impact of an organization's climate on institutional stakeholders' work lives is particularly interesting in the field of education because the suggestions cover a wide range of topics, including job attitudes, organizational citizenship behaviors, ethics, safety, innovation, individual and team performance, and trust (Qin, Huang, Hu, Schminke, & Ju, 2018). The capacity of a campus administrator to favorably affect these areas is equally significant since principals typically contribute to shaping the school's organizational culture.

In 2003, Wayne Hoy, Page Smith, and Scott Sweetland expanded empirical research on school climate by adopting a highly integrated method to research the social characteristics of educational institutions. Wayne Hoy and Dennis Sabo uncovered certain climate factors that were used to build the Organizational Climate Index (1998). (OCI). The OCI presents a more comprehensive approach to studying school social situations by combining two fundamental organizational climate concepts that have been continuously established in the literature: openness and health.

Wayne Hoy, Page Smith, and Scott Sweetland pioneered the empirical research of school climate in 2003 by developing a highly integrated framework for analyzing the social features of educational institutions. Wayne Hoy and Dennis Sabo identified distinct climate characteristics that were utilized to develop the Organizational Climate Index (1998). (OCI). To take a more complete approach to examining school social conditions, the OCI combines openness and health, two basic organizational climate notions that have been repeatedly verified in the literature.

L. Leadership and school climate

According to Davies (2005), administrators and instructors must foster a healthy working atmosphere. Professional development for leaders, according to Davies, is critical for improving schools. Leaders who develop an organizational culture that supports conversation and the promotion of teachers' voices in creating purpose and vision statements can improve schools.

The first component of this literature review focuses on the influence of leadership on the educational environment as the foundation for gauging school success. Second, information is provided on how school leadership improves learning environments and how other factors influence educational achievements.

To improve schools, school leaders should be aware of educational change leaders' traits such as having a vision, respecting human resources, being an excellent communicator and listener, and working proactively. Administrators and other school leaders were effective when they discussed the importance of schools to kids' learning with instructors. Furthermore, when children's educational requirements are met, effective schools emerge.

A more in-depth examination of the literature revealed that leaders viewed people as a resource. There are three types of human resource evaluation.

The first stage is to recognize and value coworkers' contributions and efforts while also encouraging cooperation and developing great connections with others (Balyer, 2012).

Excellent communication and listening skills serve as the foundation for teachers' ability to create a vision, communicate student views, and show the value of human resources to peers and subordinates. According to Bayer, having great communication and listening skills is an additional requirement for effecting change (Balyer, 2012).

a. **Constructive School Climate**

A good school environment exists when students, faculty, parents, and community members feel safe and secure (Daily SM et al., 2019). A good school atmosphere includes a safe environment and a belief system for everyday functioning (Daily SM et al., 2019). According to Daily SM et al., a positive school atmosphere influences student performance, including academic accomplishment, good morale, staff productivity, and effective management (2019). Kappan's 1987 study found 11 major factors of academic progress. This researcher picked seven factors: trust, improved communications, caring for children, program curriculum policies, learning style, resources, and school facilities.

From the standpoint of school leadership, all these attributes are essential. The

concept ensures that the instructional, social, and physical settings are all in good working order. The principal oversees overseeing change and identifying ways to improve the school environment. The principal is responsible for improving communication between teachers and parents. The leader must understand the significance of school planning, management, teaching, and learning. Elmore (2000) emphasized the need of using standardized assessments to assess student growth and school improvement.Evaluating whether instructors provide the content expected of them and if students can demonstrate what they have learned on a regular basis are jobs for school administrators and policymakers at the state, district, and school levels. The school should be the primary accountability unit since it is the organizational unit in which teaching and learning take place (Elmore, 2000).

III. METHODOLOGY

A. Introduction:

The third chapter examined the research methodologies employed in this study. Initially, research topics were investigated, with a focus on viewpoints on service delivery. The pilot and exploratory studies, as well as the measurement equipment, questionnaire, and demographic information, were then reported.

The goal of this research was to investigate the impact of leadership on the school atmosphere at Aljazari International School. To assess the heads' leadership, teachers used the Leadership Styles Survey form developed by Georgia's Leadership Institute for School Improvement and Leadership Questionnaire (LEADERSHIP) and ED School Climate Surveys (EDSCLS), both established by Wayne K. Hoy.

The Organizational Climate Descriptive Questionnaire (MFLQ-EDSCLS) was also utilized to collect data on the forms of school climate from chosen instructors, with an emphasis on teacher and head connections. The Leadership Styles Questionnaire was used to collect information from instructors regarding the leadership styles of the chosen school's principals. The closed and open-ended questions in the questionnaires were developed using the research themes and the study's purpose. The questionnaire is made up of three parts. Part A inquired for the respondent's personal information, while parts B and C questioned leadership styles and school culture. The instructions in these sections instructed respondents to circle their preferred answer for each question.

This study investigated how democratic, transformational, directive, autocratic, and transactional leadership styles of school principals impact school climate using the preferences, leadership, and school climate questionnaire. The goal of this research is to understand how leadership influences the educational environment.

B. Research Design

The research design is a strategy for doing marketing research (Davies & Fisher, 2018). Consequently, it is a fundamental layout that guides the data collection and analysis stage of the research. It specifies the data and information to be acquired, as well as the sources of the facts and the data gathering technique. The data acquired will be coherent with the study's goal thanks to research design, and the data gathering techniques will be exact and effective. Bloomfield and Fisher (2018)

This study's research design aims to create a hypothesis about the influence of leadership on the school atmosphere at Aljazari International High School. The influence was measured using quantitative research. Tull and Hawkins (1990) define survey research as the systematic collecting of information from respondents to understand and anticipate some aspect of the behavior of the population of interest, often via a questionnaire. There are two main categories of data that can be gathered during research: qualitative and quantitative. Quantitative data includes numerical measurements and statistical analysis, whereas qualitative data refers to non-numerical material like words, images, or observations.

The research question, aims, and characteristics of the phenomenon being examined all play a role in determining whether a qualitative or quantitative research design should be used. Researchers occasionally decide to carry out qualitative data study ahead of quantitative data research. The method used here is referred to as a sequential study design.

In a sequential research design, qualitative data is first gathered to provide a thorough grasp of the research issue, explore different viewpoints, and produce insights. Methods for gathering qualitative data frequently used include focus groups, observations, document analysis, and interviews. To fully comprehend the phenomenon, researchers seek to elucidate patterns, themes, and linkages within the data.

The results of the qualitative data analysis can be used by researchers to create theories or research topics for quantitative examination. In the quantitative phase, a bigger sample size is used to gather numerical data using experiments, structured surveys, and questionnaires. The data is then analyzed using statistical techniques to

generate findings.

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It is crucial to remember that the specific research setting, and objectives influence the choice of research design. For some research problems, sequential designs may not be appropriate, and researchers may instead choose for a concurrent or mixed methods design, in which qualitative and quantitative data are gathered and analyzed concurrently.

The research technique utilized in this study is depicted diagrammatically in Figure 3.1.

1. Step 1: Descriptive and Exploratory Research

The research in this study may be classed as both exploratory and descriptive. Exploratory research was done because there was little understanding of the subject area at the outset. To better understanding of Leadership and its impact on School Climate, a large amount of literature presenting concepts related to the topic area was explored. As a result, the study's research complexity and data requirements were described further in the research.

As a result, descriptive research was employed to investigate the influence of leadership on school atmosphere at Aljazari International School.

2. Step 2: Quantitative research: Leadership Questionnaire (LEADERSHIP) and School Climate Surveys (SCHOOL-CLIMATE)

We employed a structural method - a questionnaire - to identify the Leadership's influence on the school environment because we were doing descriptive study. Consequently, the ratio scale for each Leadership quality assisted us in determining both the negative and positive influence on school environment quantitatively. ED School Climate Surveys and the Leadership Questionnaire (LEADERSHIP) (SCHOOL-CLIMATE)

To fulfill the research objectives, the Leadership Questionnaire (LEADERSHIP) and ED School Climate Surveys (SCHOOL-CLIMATE) were chosen for this study. The questionnaire is divided into three sections. The first section, Part (A), is used to determine the kind of leadership in the school. Part (B) establishes the sort of association between leadership and school atmosphere, while Part (C) describes the respondents' demographics.

3. Step 3: Pilot Study

Following the completion of this exploratory study, those characteristics were transferred to the LEADER-SCHOOL CLIMATE questionnaire, ensuring that the survey was suited particularly to the education business. The validity of the measuring items in the education industry was then examined using a pre-test. As a result, the researcher decides to administer a face-to-face questionnaire in order to better explain the questionnaire's contents. Ten pupils from Aljazari International School were given the questionnaire. Participants were requested to complete the questionnaire, and any questions that did not fit the dimensions consistently were changed in the questionnaire. The pre-test revealed that participants struggled to measure their expectations and perceptions on a five-point scale.

4. Step 4: Questionnaire administered to sample

The LEADER-SCHOOL CLIMATE questionnaire will be administered to 96 Teachers selected from the population in Table 3.1 once it has been adjusted to match the study goals.

Table 1: The population of AIS Teachers.

Department	Number
Arabic & Islamic Studies	11
Computer Science & Robotics	16
English	12
Mathematics	11
Science	29
Social Studies	13
other	4
Total	96

Source: AIS Human Resources (2022)

C. Sampling Technique

There are two types of sampling: probability sampling and non-probability sampling. Each member in the population has an equal chance of being picked in probability sampling. This approach has several versions, including sample random sampling, systematic sampling, stratified sampling, and cluster sampling. Non-probability sampling is a procedure in which sample items are chosen based on convenience and personal desire (Zikmund, 2000).

To guarantee that every element of the population had an equal chance of being picked, basic random sampling was utilized to choose the population in this study. Because the number of AIS students is already known, the researcher will use Morgan's (1970) table to determine sample size from a given population (Table 3.2).

1. The Sample Size

At this stage, the sample size is determined, which means that the number of

units included in the study is determined. According to Zikmund (2000), determining the sample size is difficult. To make the best selection, several aspects must be considered.

The decision of sample size is influenced by resource constraints such as money and time. Morgan (1970) suggests that if the population is roughly 165, the sample size should be 148 responders (Table 3.2).

Table 2: Table for determining sample size from a given population.

TABLE 1
Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.
S is sample size.

Note: "N" is the population size "S" is the sample size.

Source: "Determining Sample Size for Research Activities" Morgan et al. (1970)

2. Data Collection Instrument

The Leadership Questionnaire (LEADERSHIP) and ED School Climate Surveys (EDSCLS)

Primary data is information gathered directly from respondents by the researcher.

Primary data is gathered using questionnaires, interviews, and observations.

A questionnaire is an organized way of gathering information from people. Questionnaires can be distributed in a variety of methods, including the Internet, regular mail, and phone calls. It helps the researcher since it is inexpensive and simple to use, provides anonymity to the respondent, and reduces response bias. Yet, the questionnaire has certain drawbacks, such as restricted response, biases, and respondents being unwilling to provide truthful responses.

This study will make use of the LEADER-SCHOOL CLIMATE questionnaire. 148 AIS students will get the questionnaire. It is also divided into three parts. Section A of the questionnaire attempts to identify the sort of leadership present in AIS. Part B will investigate the influence of leadership on school climate. Section C is for gathering personal information about the responders.

a. Reliability and Validity:

The degree to which measurements are error-free and give consistent results is referred to as reliability. Consequently, dependability is obtained when consistent outcomes are provided across time and situations (Zikmund, 2000). To attain high dependability, for example, the findings should be independent of the researcher and the chosen responder (Wiedersheim and Eriksson, 82). The capacity of an evaluating tool to measure what is expected and measured is characterized as validity.

Pre-testing and pilot testing were carried out by distributing questionnaires to a small group of AIS teachers to reduce the possibility of a question being misunderstood or misinterpreted and to ensure that the researchers' procedures work properly to obtain hints for the actual research.

The correlations between the observed measurements are examined during factor analysis. It was mostly used to minimize data volume. Measures with large correlations, whether positive or negative, are most likely impacted by the same variables, whereas those with low correlations are most likely affected by different factors (DeCoster, 1998).

There are two types of factor analysis: exploratory factor analysis, which seeks to identify the types of constructs impacting a collection of responses, and confirmatory factor analysis, which seeks to determine if a certain set of constructs has the intended

effect on replies (DeCoster, 1998). Because we already know how many dimensions there are, we employ confirmatory factor analysis in our investigation.

D. Leadership Styles and Approaches in Education, A Case Study Analysis:

In businesses, leadership styles are often used to define various methods of managing and inspiring personnel.

1. Democratic leadership, also known as participatory leadership, encourages team members to participate and collaborate in decision making.

2. Transformational leadership inspires and encourages people to work together to achieve a common objective. It focuses on individual and team development and improvement.

3. Directive leadership, often known as dictatorial leadership, entails making decisions without consulting others. It is utilized when a speedy judgment is required and there is no time for debate or collaboration.

4. Autocratic leadership, sometimes known as authoritarian leadership, is like directive leadership but is distinguished by a disregard for the opinions and needs of others.

Transactional leadership is concerned with exchanging incentives and punishments to inspire people to achieve specified goals and standards. Its purpose is to keep the status quo and ensure constant performance.

Each leadership style has advantages and disadvantages, and the most effective leaders can employ a mix of styles depending on the context and the people they lead.

E. Data Analysis:

In this study, data were analyzed using the Statistical Package for Social Science (SPSS) for descriptive and inferential statistics. For descriptive statistics, the data was investigated using statistical indicators such as frequency, percentage, average, and standard deviation. Depending on the degree of data testing, the single mean t-test, correlation and regression, one-way ANOVA, and independent sample t-test tests were used.

1. Correlation and Regression

Regression analysis is required to determine the relationship between leadership and school atmosphere. An estimated regression equation is rectified by utilizing a hypothesized example of the relationship and parameter value estimates. Since they both deal with connections between variables, regression analysis and correlation are connected.

The correlation coefficient is a measure of a two-variable linear connection. The correlation coefficient's values are always between -1 and +1.

When the correlation coefficient is one, two variables are best affiliated in a positive linear sense, optimally related in a negative linear sense, and optimally unrelated when the correlation value is zero (Robinson, Lindberg, and Brinkman, 1961).

With simple linear regression, the sample correlation coefficient equals the square root of the coefficient of determination. The coefficients of x1, b1, and the correlation coefficient in the generated regression equation all have the same sign (Encyclopedia Britannica, 2008).

A mathematical approach known as linear regression was used to determine the relationship between the independent Leadership styles and the dependent variable, School Climate (y). The linear regression equation will be as follows:

$$y_i = \beta_1 x_{it} + \ldots + \beta_p x_p + \varepsilon_i = x_i^T \beta + \varepsilon_i.$$

The number of replies and their percentages for each level of service quality will be compared to the degree of satisfaction using this approach.

The association between two factors was studied in this study: 1) the principal's leadership and 2) the AIS school atmosphere. A random sample of AIS teachers is used. Furthermore, this study discovered the dimensions that had the greatest impact on satisfaction.

The null hypothesis states a significant correlation between the Leadership and school climate of AIS. Six hypotheses were developed for this section as follows:

Ho: There is a significant relationship between Leadership and School Climate.

Ho1: There is a significant relationship between democratic Leadership and school climate.

Ho2: There is a significant relationship between transformational Leadership and school climate.

Ho3: There is a significant relationship between directive leadership and school climate.

Ho4: There is a significant relationship between autocratic Leadership and school climate.

Ho5: There is a significant relationship between transactional Leadership and school climate.

2. One-way ANOVA and Independent sample t-test

One-way analysis of variance, sometimes known as one-way ANOVA, is a method for comparing the means of 10 or more samples using the F distribution. This strategy is solely applicable to numerical data (David, 2002).

According to David (2002), one-way ANOVA investigates the null hypothesis that samples in two or more groups g one-way analysis of variance or one-way ANOVA are used to compare means of 10 or more samples using the F distribution. This strategy is solely applicable to numerical data (David, 2002).

The one-way ANOVA, according to David (2002), investigates the null hypothesis that samples from two or more groups are drawn from the same population. To do this, a pair of population variance estimates are constructed. These estimations are based on many ideas. The one-way ANOVA allowed the researcher to assess the differences between two or three groups of respondents in this investigation.

The independent sample t-test was used in this study to see if there were significant changes in service quality and satisfaction levels based on demographics, with the null hypothesis formulated as follows:

H0: there are no differences between Leadership and type of School Climate based on demography.

Ho1: There are no differences between democratic Leadership and the type of school

climate based on demographics.

Ho2: There are no differences between transformational Leadership and the type of school climate based on demographics.

Ho3: There are no differences between directive leadership and type of school climate based on demographics.

Ho4: There are no differences between autocratic Leadership and school climate based on demographics.

Ho5: There are no differences between transactional Leadership and school climate based on demographics.

3. Descriptive analysis

This study uses descriptive-inferential statistics and SPSS computer systems to analyze data (Statistical Package Social Science). Descriptive statistics such as frequency, percentage, average, and standard deviation were used to analyze the data.

Part II summary

This chapter defined the methodology for this study and detailed how the research problem was solved (refer to Table 3.3). The study design was provided initially, followed by the sample selection and data collecting methods, as well as the data collection tool; moreover, the data analysis methodologies and related hypotheses were described. Ultimately, the technique concerns found in this study, as well as the validity and dependability of the research, were examined.

Table 3: Table 3.3: Table for determining Research Question Data, data analysis methodologies and related hypotheses were described.

No	Research Question Data	Analysis	Hypothesis
1	How does the principals' leadership impact the School Climate? To determine the level of School Climate on AIS To determine the level of Leadership on AIS To determine the level of Leadership on AIS	Correlation and Regression	There is a significant relationship between leadership and School Climate.
2	What are the differences between the level of leadership and school climate based on Demography?	One-way ANOVA and independent sample t-test	There are no differences between leadership and type of School Climate based on demography.
3	What are the factors affecting the relationship between Leadership and School Climate?	Description Analysis	

IV. DATA ANALYSIS

A. Introduction

This chapter provides a discussion on the procedure of collecting the data, the process of analyzing the data, and the results. To recapitulate, the objectives of this study are:

1. To determine the level of School Climate on AIS

2. To determine the level of Leadership on AIS

3. To determine the relationship between Leadership and School Climate at AIS

4. To determine how Leadership affects School Climate at AIS

5. What are the factors affecting the relationship between Leadership and School Climate?

This chapter is divided into four sections. The first section discusses the research findings' validity and reliability. The second section describes the respondents' demographic background, including their age, gender, years of experience, and department. The third portion concentrated on assessing the level of School Climate and Leadership and researching the link between those two variables as well as variances in the level of School Climate and Leadership depending on demographics. The fourth segment will investigate the leadership characteristics that influence the respondents' School Climate.

B. Normality Test

1. Normality Test

Several formal normality tests are used to assess if samples come from normally distributed populations. The test processes are computed and evaluated in a variety of ways. Most formal normality tests have low power when the sample size (n)

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is small and do not reject the null hypothesis that the sample was drawn from a normally distributed population. Yet, as n increases, the power of the test increases and the frequency of rejecting the null hypothesis increases 4 and rejects the null hypothesis hypnotizes even for minor deviations from the normal distribution (ztuna et al. 2006, 172). It has been established that when sample size grows, the power of a test increases dramatically (Shapiro, Wilk and Chen 1965, 1368).

Case Processing Summary

	Cases						
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
SCHOOL_CLIMATE	92	95.8%	4	4.2%	96	100.0%	
LEADERSHIP	92	95.8%	4	4.2%	96	100.0%	

Figure 3: Case Processing Summary

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCHOOL_CLIMATE	.192	92	<.001	.893	92	<.001
LEADERSHIP	.177	92	<.001	.896	92	<.001

a. Lilliefors Significance Correction

Figure 4: Tests of Normality

The results of two well-known normality tests, the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test, are shown in the table above. The Shapiro-Wilk Test is best suited for small sample sizes (50 samples), although it can handle sample sizes as large as 2000 samples. As a result, we will use the Shapiro-Wilk test to quantitatively determine normalcy.

The dependent variable, "Time," was normally distributed for the "School Climate" and "Leadership" Course Groups, as shown in the table below. What proof do we have? If the Sig. value of the Shapiro-Wilk Test is more than 0.05, the data is normal. If it is less than 0.05, the data is significantly deviating from a normal distribution.

2. School Climate
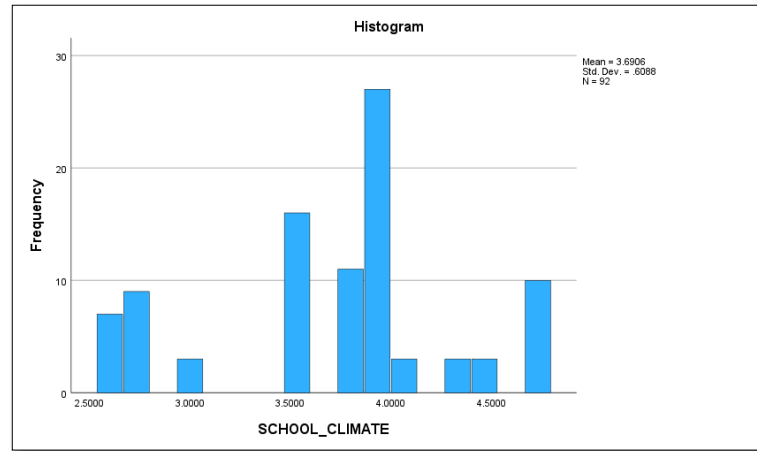
Figure 5: School Climate
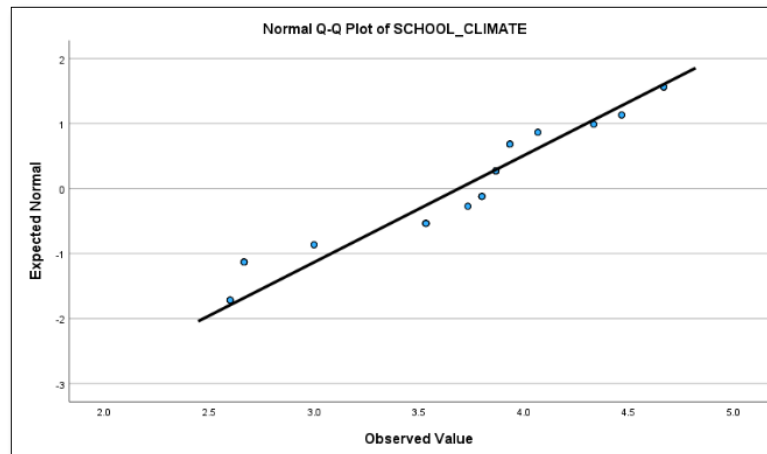
Figure 6: Normal QQ Plot of School -Climate

The points on the Normal QQ plot indicate the dataset's overall normality. Because the points fall on the 45-degree reference line, the data is normally distributed.

3. Leadership
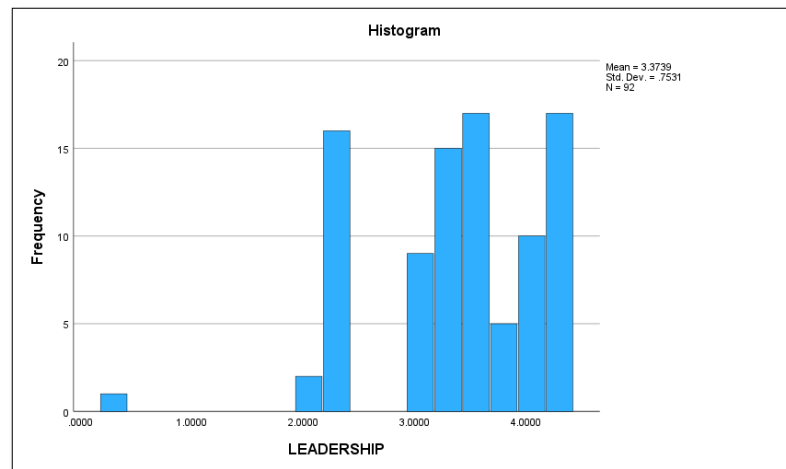
Figure 7: Leadership
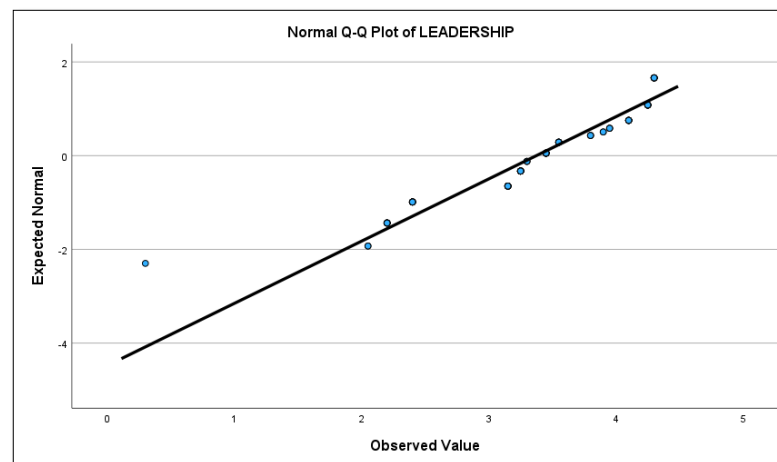
Figure 8: Normal QQ Plot of LEADERSHIP

The dataset's overall normality is shown by the points on the Normal QQ plot. Data is normally distributed because the points are on the 45-degree reference line.

C. Factor analysis and Reliability Test

The factor analysis procedure entails examining the correlation pattern between the observed measurements, which is done mostly for data reduction reasons. Measures having a high correlation, whether positive or negative, are likely to be

impacted by the same variables, whilst those with a low correlation are likely to be influenced by a variety of variables (DeCoster, 1998).

This study is based on the Common Factor Model, which proposes that the underlying common variables impact each observed response (35 School Climate Leadership model elements) (factors 1, 2, 3, 4, 5).

Factor loadings are the weights and correlations between each variable and the factors. The higher the load, the more important it is in establishing the dimensionality of the component. A negative number indicates that the component has an inverse impact.

Table 3.1 shows the factor loadings for each item in relation to the various factors. The numbers in the Table represent the weight of each item and its relationship to a factor or component. All values less than 0.5 have been omitted from this table since they are insignificant for analysis.

As seen in Table 3.1, most objects from a particular dimension are found to fall into more than one component. Things from various dimensions are reorganized under the same factor. The four elements are as follows:

    1) School Climate: Items 1 - 16

    2) Leadership: items 17-25, 33-36

Table 3.1 shows the percentage of total data that meets the four criteria. A variation is employed to do this. The overall variance percentage of the five components is 84.792 percent.

Additionally, the Kaiser Meyer-Oklin (KMO) test yielded a higher result of 0.624, which is greater than Kaiser's recommended minimum value of 0.5. (1974).

The permanence of a measuring device indicates that the same results will be achieved if a measuring device built for variable measurement is employed in different places or at different times under comparable circumstances. In other terms, reliable or long-lasting tools are ones that may be used again to measure identical results. Cronbach's Alpha has been utilized to estimate the durability of the current questionnaire.

The Cronbach's Alpha test was performed using the SPSS software program. Hairs (1998) defines a variable as trustworthy when its value is larger than 0.7. The

Cronbach's Alpha test results in Table 3.1 show that Cronbach's alpha for all items is between 0.824 and 0.936. According to Wan Jusoh's (1999) suggestions, if a factor only contains two elements, it can be joined to the dominating factor. Because of their resemblance, the researcher included items 9 and 11 to the second component.

Table 4: Factor Matrix, KMO test, and Cronbach's Alpha

Component Matrix[a]					
	Component				
	1	2	3	4	5
SC1	**0.357**				
SC2	**0.906**				
SC3	**0.367**				
SC4	**0.760**				
SC5	**0.638**				
SC6	**0.632**				
SC7	**0.719**				
SC8		**0.824**			
SC9		**0.714**			
SC10		**0.697**			
SC11		**0.749**			
SC12			**0.818**		
SC13			**0.788**		
SC14			**0.659**		
SC15			**0.592**		
SC16			**0.810**		
LEADER1				**0.605**	
LEADER2				**0.751**	
LEADER3				**0.819**	
LEADER4				**0.915**	
LEADER5				**0.701**	
LEADER6				**0.679**	
LEADER7					**0.886**
LEADER8					**0.903**
LEADER9					**0.831**
LEADER17					**0.765**
LEADER18					**0.837**
LEADER19					**0.811**
LEADER20					**0.727**
Extraction Method: Principal Component Analysis.					
a. 5 components extracted.					

D. Background of the Respondents

Instructors from the AIS Atakent and Fatih campuses participated in this study. One hundred questionnaires were issued, and 96 of them were returned to the researcher for processing.

Table 4.2 displays the frequency and percentage of respondents based on their age, gender, job experience, and department. The majority of responders (47.9 percent) were female, with the remaining 45.8 percent being male. According to the findings, about 32.3 percent of the total respondents questioned were between the ages of 25 and 30. Approximately 21.9 percent were between the ages of 30 and 35, while 20.8 percent were between the ages of 40 and above.

According to the findings, about 30.2 percent of the total respondents questioned were from the Science Department. Around 16.7 percent came from the Department of Computer Science and Robotics, 12.5 percent from the English Department, and 11.5 percent from the Arabic & Islamic Department. In AIS, around 47.9 percent work for 1 to 2 years, and 37.5 work for 6 months to 1 year. The remainder are new to AIS for a period of 0 to 6 months.

Table 5: Summary of The Respondent's Background.

Item	Frequency	Percent	Valid Percent	Cumulative Percent
GENDER				
	6	6.3	6.3	6.3
Female	46	47.9	47.9	54.2
Male	44	45.8	45.8	100.0
Total	96	100.0	100.0	
AGE				
	4	4.2	4.2	4.2
20-25	10	10.4	10.4	14.6
25-30	31	32.3	32.3	46.9
30-35	21	21.9	21.9	68.8
35-40	10	10.4	10.4	79.2
above 40	20	20.8	20.8	100.0
Total	96	100.0	100.0	
DEPARTMENT				
	4	4.2	4.2	4.2
Arabic & Islamic Studies	11	11.5	11.5	15.6
Computer Science & Robotics	16	16.7	16.7	32.3
English	12	12.5	12.5	44.8
Mathematics	11	11.5	11.5	56.3
Science	29	30.2	30.2	86.5
Social Studies	13	13.5	13.5	100.0
Total	96	100.0	100.0	
EXPERIENCE				
	4	4.2	4.2	4.2
0-6 months	10	10.4	10.4	14.6
1 year to 2 years	46	47.9	47.9	62.5
6 months to 1 year	36	37.5	37.5	100.0
Total	96	100.0	100.0	
STATUS				
	4	4.2	4.2	4.2
Full-time Teacher	57	59.4	59.4	63.5
Part-time Teacher	35	36.5	36.5	100.0
Total	96	100.0	100.0	

E. Analysis of Level of School Climate

The three variables emerging from factor analysis were utilized to determine the level of School Climate: School order, Interpersonal connection, and Teaching & Learning. The performance of the school atmosphere was assessed by the instructors. The gap score was calculated using a single mean t-test ($p <= 0.05$). The necessary measurements were carried out using a descriptive statistic based on the replies of the respondents' teachers. The single mean t-test was used to get the gap score.

The frequency distribution and percentage of questionnaire responses based on evaluation and general attitudes of instructors towards the three School Climate aspects are computed in this section. Table 3.3 shows the outcome.

The majority of all computer means are positive. This results in a positive perception of School Climate among instructors. Yet, certain things produced the smallest gap. With a mean score of 3.78, question SC11 "Do you see prospects for professional progress at the school?" had the widest disparity.

Table 4.3 further demonstrates that the Teaching and Learning component has the highest School Climate score of any factor. It reveals that respondents regard teaching and learning higher than school order and interpersonal ties. Lastly, the results of a one-sample t-test demonstrate the validity of the means, since the p-value for the majority of the items is less than 5%.

Table 6: Mean Score of School Climate Level

	One-Sample Test						
				Test Value = 0			
		t	df	Significance		Mean Difference	95% Confidence Interval of the
				One-Sided p	Two-Sided p		Lower	Upper
School Order								
SC1	Is the infrastructure for your work adequate (equipment, furniture)?	38.221	91	<.001	<.001	3.467	3.29	3.65
SC2	Is the workload adequate to perform quality work?	35.328	91	<.001	<.001	3.587	3.39	3.79
SC3	Is the infrastructure for convenience and comfort (cafeteria, rest, hygiene) adequate?	31.353	91	<.001	<.001	3.326	3.12	3.54
SC4	Do you have an easy communication relationship with your work team?	28.606	91	<.001	<.001	3.196	2.97	3.42
SC5	Do you have an easily communicable relationship with other departments?	37.378	91	<.001	<.001	3.315	3.14	3.49
Interpersonal Relationship								
SC6	Are you respectfully treated by co-workers?	36.899	91	<.001	<.001	3.217	3.04	3.39
SC7	Are you timely communicated about changes in the School?	45.853	91	<.001	<.001	3.304	3.16	3.45
SC8	Do you feel stimulated for teamwork?	39.673	91	<.001	<.001	3.707	3.52	3.89
SC9	Is your work potential being adequately tapped in your area?	50.460	91	<.001	<.001	3.587	3.45	3.73
SC10	Are your suggestions evaluated by your principal?	43.739	91	<.001	<.001	3.587	3.42	3.75
Teaching & Learning								
SC11	Do you see opportunities for professional growth in the School?	53.627	91	<.001	<.001	3.783	3.64	3.92
SC12	Do you enjoy the work you do?	33.854	91	<.001	<.001	3.446	3.24	3.65
SC13	Does the School provide adequate training when needed?	34.352	91	<.001	<.001	3.402	3.21	3.60
SC14	Do you receive sincere compliments for your work?	32.972	91	<.001	<.001	3.370	3.17	3.57
SC15	Do you have opportunities for learning and professional development in the School?	43.179	91	<.001	<.001	3.554	3.39	3.72

F. Analysis of Level of Leadership

Table 4.4 demonstrates that most teachers praised the administrators' leadership. Teachers responded that they believe the principal's actions are sufficient to fulfill the intended goals. Following that, they were ecstatic about their job and determined to give it their all. The educational setting was pleasant to work in. The sample mean t-test indicates that the overall high level of leadership is positive, as the lower level for the 95% confidence interval for test value=3 is 3.2 and the upper level is 3.9. (Table 4.4)

Table 7: Results of one Sample t-test for Leadership by item.

		t	df	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
		One Sample T-test						
				Test Value = 0				
				Significance		**Mean Difference**	**95% Confidence**	
		t	**df**	**One-Sided p**	**Two-Sided p**		**Lower**	**Upper**
BELONGING								
LEADER1	Are you professionally fulfilled with your position?	41.134	91	<.001	<.001	3.511	3.34	3.68
LEADER2	Does your supervisor care about you as a person rather than as a professional?	34.321	91	<.001	<.001	3.207	3.02	3.39
LEADER3	Is the principals' communication clear?	32.725	91	<.001	<.001	3.522	3.31	3.74
LEADER15	The supervisor will talk to the Teacher before making any changes affecting the Teacher and let the Teacher participate in the decision.	41.130	90	<.001	<.001	3.582	3.41	3.76
LEADER16	Teachers receive adequate training. Supervisors strongly encourage Teachers to develop skills.	48.138	90	<.001	<.001	3.549	3.40	3.70
TRUST								
LEADER4	Does your principal have the skills required for the job?	33.739	91	<.001	<.001	3.685	3.47	3.90
LEADER5	Do you trust that the decisions made by the principal are adequate to achieve the proposed goals?	34.709	90	<.001	<.001	3.857	3.64	4.08
LEADER6	Does your principal share decision making with you?	36.860	90	<.001	<.001	3.407	3.22	3.59
LEADER7	Is the delegation of tasks appropriate for your skills?	38.218	90	<.001	<.001	3.275	3.10	3.44
LEADER8	Is your professional performance properly assessed?	45.446	90	<.001	<.001	3.879	3.71	4.05
LEADER9	Does the School offer great solutions to its students?	41.746	90	<.001	<.001	3.319	3.16	3.48
LEADER11	Would you refer a friend to work at the School?	38.150	90	<.001	<.001	3.813	3.61	4.01
SAFETY								
LEADER12	Is the School a good place to work?	38.834	90	<.001	<.001	3.780	3.59	3.97
LEADER10	Do you feel safe about job security?	39.444	90	<.001	<.001	3.901	3.70	4.10
LEADER13	Does your compensation meet your personal needs?	49.156	90	<.001	<.001	3.769	3.62	3.92
LEADER14	Does your compensation match the job title in the job market?	34.387	90	<.001	<.001	3.703	3.49	3.92
ACHIEVEMENT								
LEADER17	My school is very flexible and willing to use new ideas.	37.010	90	<.001	<.001	3.429	3.24	3.61
LEADER18	My school will use Teacher ideas to improve the Teacher's own work situation.	32.817	90	<.001	<.001	3.319	3.12	3.52
LEADER19	Every Teacher understands the goals of this school.	37.985	90	<.001	<.001	3.692	3.50	3.89
LEADER20	My school is very efficient and will not waste time and money.	34.128	90	<.001	<.001	3.418	3.22	3.62
LEADER21	Teachers are excited about their work and want to do their best for maximum performance.	43.320	90	<.001	<.001	3.659	3.49	3.83

G. Analysis of the relationship **between the level of School Climate and level of Leadership**

1. Correlation test between School Climate and Leadership dimensions

Table 8: Significant positive relationship between School Climate and all leadership dimensions

Correlations		SCHOOL_CLIMATE	BELONGING	SAFETY	TRUST	ACHEIVEMENT
SCHOOL_CLIMATE	Pearson Correlation	1	.844**	.811**	.891**	.710**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	92	92	92	92	92
BELONGING	Pearson Correlation	.844**	1	.897**	.923**	.883**
	Sig. (2-tailed)	<.001		<.001	<.001	<.002
	N	92	92	92	92	92
SAFETY	Pearson Correlation	.811**	.897**	1	.959**	.884**
	Sig. (2-tailed)	<.001	<.001		<.001	<.002
	N	92	92	92	92	92
TRUST	Pearson Correlation	.891**	.923**	.959**	1	.844**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	92	92	92	92	92
ACHEIVEMENT	Pearson Correlation	.710**	.883**	.884**	.844**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	92	92	92	92	92
**. Correlation is significant at the 0.01 level (2-tailed).						

According to Table 8, there is a significant positive relationship between School Climate and all leadership dimensions dimension since p<0.01, the highest correlation is between school climate and Trust (0.891). However, their lowest correlation between school climate and achievement.

2. Regression Test between Customer School Climate and Leadership Dimensions

The linear regression test was conducted in respect of the impact of leadership on customer School Climate. The results as shown above indicated that Leadership has a significant impact on the School Climate at significant level of 0.0001.

Table 9: The Model Summary of Regression.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.910[a]	0.829	0.821	0.2575434
a. Predictors: (Constant), TRUST, BELONGING, SAFETY,				

Table 10: Regression Test results of Customer School Climate and Leadership Dimensions.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.121	0.149		7.509	0.000
	BELONGING	0.244	0.125	0.267	1.943	0.055
	SAFETY	-0.336	0.130	-0.481	-2.592	0.011
	TRUST	0.914	0.147	1.205	6.211	0.000
	ACHEIVEMENT	-0.084	0.080	-0.118	-1.051	0.296
a. Dependent Variable: SCHOOL_CLIMATE						

Table 10 shows the linear regression test showing the impact of leadership dimensions on school climate. The results as stated above indicated that leadership has no significant relationship with achievement, responsiveness, and belonging. However, the test indicates a significant relation between the trust dimension and school climate at significant level of 0.000.

H. Analysis of differences of Level of Leadership and School Climate based on demography.

1. Analysis of difference of level of Leadership and School Climate between Genders

T- Test and Independent Samples Test were applied to determine whether gender differences impacted the study's findings. On this subject, the following hypothesis was developed:

H01 = there is no significant difference between the level of Leadership based on gender.

Table 11: T-Test Group Statistics of Gender Frequency.

Group Statistics					
GENDER		N	Mean	Std. Deviation	Std. Error
SCHOOL_CLIMATE	Male	44	3.671	0.470	0.071
	Female	46	3.684	0.718	0.106
LEADERSHIP	Male	44	3.411	0.632	0.095
	Female	46	3.325	0.869	0.128
BELONGING	Male	44	3.545	0.566	0.085
	Female	46	3.383	0.756	0.112
SAFETY	Male	44	3.761	0.721	0.109
	Female	46	3.723	1.011	0.149
TRUST	Male	44	3.620	0.601	0.091
	Female	46	3.540	0.976	0.144
ACHEIVEMENT	Male	44	3.564	0.741	0.112
	Female	46	3.352	0.956	0.141

Table 12: Independent Samples Test of Gender Frequency.

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
SCHOOL_CLIMATE	Equal variances assumed	11.814	0.001	-0.100	88	0.460	0.921	-0.013	0.129	-0.268	0.243
	Equal variances not assumed			-0.101	77.967	0.460	0.920	-0.013	0.127	-0.267	0.241
LEADERSHIP	Equal variances assumed	4.294	0.041	0.537	88	0.296	0.593	0.086	0.161	-0.233	0.406
	Equal variances not assumed			0.541	82.221	0.295	0.590	0.086	0.160	-0.231	0.404
BELONGING	Equal variances assumed	8.042	0.006	1.152	88	0.126	0.252	0.163	0.141	-0.118	0.444
	Equal variances not assumed			1.159	83.268	0.125	0.250	0.163	0.140	-0.116	0.442
SAFETY	Equal variances assumed	3.186	0.078	0.207	88	0.418	0.836	0.039	0.186	-0.331	0.408
	Equal variances not assumed			0.209	81.472	0.418	0.835	0.039	0.185	-0.329	0.406
TRUST	Equal variances assumed	10.956	0.001	0.464	88	0.322	0.644	0.080	0.172	-0.262	0.421
	Equal variances not assumed			0.469	75.366	0.320	0.641	0.080	0.170	-0.259	0.419
ACHEIVEMENT	Equal variances assumed	4.096	0.046	1.169	88	0.123	0.246	0.211	0.181	-0.148	0.571
	Equal variances not assumed			1.176	84.430	0.122	0.243	0.211	0.180	-0.146	0.569

The symbol µ represents the mean of the difference between Leadership and School Climate in this hypothesis. The hypothesis's goal is to see if there are any disparities in leadership and school climate between male and female instructors.

The results of the t-test, which assesses the difference between two means, are shown in Table 4.9, with the t value falling between -0.100 and +1.176. This suggests that there is little difference between male and female instructors in terms of Leadership and School Climate.

For all Leadership dimensions, the p-value, which estimates the likelihood of observing a result as severe as the one reported, is larger than 0.05. This suggests that

there is no discernible difference in leadership levels between male and female instructors.

Another hypothesis was established in order to further study the variations in the degree of School Climate depending on gender. According to the hypothesis, there are no significant variations in the degree of School Climate depending on gender. The research findings revealed that the t value is equal to -0.100, indicating that there is no significant difference in the degree of School Climate between male and female instructors.

Finally, the t-test findings indicate that there is no significant difference between male and female instructors in terms of Leadership and School Climate. This emphasizes the need to foster healthy educational settings that encourage and support the growth and development of all teachers, regardless of gender. The findings might help school officials promote diversity and inclusion in the workplace. Analysis of difference of level of Leadership within Years of Experience group

Table 13: ONE-WAY ANOVA test within Years of Experience group

Descriptives						95% Confidence Interval			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
SCHOOL_CLIMATE	0-6 months	10	3.887	0.191	0.060	3.750	4.024	3.533	4.333
	6 months to 1 year	36	3.563	0.741	0.124	3.312	3.814	2.600	4.667
	1 year to 2 years	46	3.748	0.538	0.079	3.588	3.908	2.600	4.667
	Total	92	3.691	0.609	0.063	3.564	3.817	2.600	4.667
LEADERSHIP	0-6 months	10	3.505	0.264	0.083	3.316	3.694	3.150	4.100
	6 months to 1 year	36	3.211	0.930	0.155	2.897	3.526	0.300	4.300
	1 year to 2 years	46	3.473	0.653	0.096	3.279	3.667	2.050	4.300
	Total	92	3.374	0.753	0.079	3.218	3.530	0.300	4.300
BELONGING	0-6 months	10	3.760	0.207	0.065	3.612	3.908	3.400	4.200
	6 months to 1 year	36	3.300	0.812	0.135	3.025	3.575	1.600	4.200
	1 year to 2 years	46	3.543	0.576	0.085	3.372	3.715	2.400	4.200
	Total	92	3.472	0.667	0.070	3.334	3.610	1.600	4.200
SAFETY	0-6 months	10	3.725	0.478	0.151	3.383	4.067	3.500	4.750
	6 months to 1 year	36	3.625	1.095	0.182	3.255	3.995	0.000	4.750
	1 year to 2 years	46	3.848	0.731	0.108	3.631	4.065	2.500	4.750
	Total	92	3.747	0.871	0.091	3.567	3.928	0.000	4.750
TRUST	0-6 months	10	3.786	0.245	0.078	3.610	3.961	3.429	4.286
	6 months to 1 year	36	3.397	1.041	0.173	3.045	3.749	0.429	4.571
	1 year to 2 years	46	3.686	0.634	0.093	3.498	3.874	2.143	4.571
	Total	92	3.584	0.803	0.084	3.418	3.750	0.429	4.571
ACHEIVEMENT	0-6 months	10	3.540	0.378	0.119	3.270	3.810	2.800	4.000
	6 months to 1 year	36	3.256	0.989	0.165	2.921	3.590	0.000	4.600
	1 year to 2 years	46	3.613	0.792	0.117	3.378	3.848	2.000	4.600
	Total	92	3.465	0.854	0.089	3.288	3.642	0.000	4.600

Table 14: ONE-WAY ANOVA test result within Groups and between Groups.

ANOVA						
		Sum of	df	Mean	F	Sig.
SCHOOL_CLIMATE	Between Groups	1.122	2	0.56	1.53	0.22
	Within Groups	32.608	89	0.37		
	Total	33.730	91			
LEADERSHIP	Between Groups	1.576	2	0.79	1.40	0.25
	Within Groups	50.041	89	0.56		
	Total	51.617	91			
BELONGING	Between Groups	2.129	2	1.06	2.47	0.09
	Within Groups	38.397	89	0.43		
	Total	40.527	91			
SAFETY	Between Groups	1.008	2	0.50	0.66	0.52
	Within Groups	68.054	89	0.76		
	Total	69.062	91			
TRUST	Between Groups	2.150	2	1.07	1.69	0.19
	Within Groups	56.530	89	0.64		
	Total	58.680	91			
ACHEIVEMENT	Between Groups	2.644	2	1.32	1.85	0.16
	Within Groups	63.685	89	0.72		
	Total	66.329	91			

Table 14 displays descriptive data for various Years of Experience groups for instructors. The table also includes the results of the ANOVA test, which evaluates the differences in means between two or more groups, for the influence of Years of Experience on the level of Leadership and the level of School Climate.

The researcher may infer that there is no significant difference between the Years of Experience categories of instructors and their influence on the degree of Leadership based on the findings of the ANOVA test. The p-value in the test is larger than 0.05, indicating that the various years of experience had no influence on Leadership level. This implies that the degree of Leadership remains constant regardless of a teacher's years of experience.

The findings of the ANOVA test for Years of Experience categories of instructors and their influence on the degree of School Climate led to the same conclusion. The test's p-value is more than 0.05, indicating that the frequency of years of experience had no influence on the degree of school atmosphere. This indicates that the degree of School Climate remains constant regardless of a teacher's years of expertise.

Finally, the ANOVA test findings indicate that a teacher's years of experience have no effect on the level of Leadership or the level of School Climate. This

emphasizes the significance of considering other criteria, such as department or gender, while evaluating and supporting good Leadership practices in schools. The findings can help school administrators promote good school settings that benefit all teachers, regardless of experience level.

2. Analysis of difference of level of Leadership and level of School Climate within Departments:

Table 15: ONE-WAY ANOVA test of level of Leadership and School climate within departments

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
SCHOOL_CLIMATE	Between Groups	3.788	5	0.758	2.176	0.064
	Within Groups	29.941	86	0.348		
	Total	33.730	91			
LEADERSHIP	Between Groups	7.294	5	1.459	2.831	0.021
	Within Groups	44.323	86	0.515		
	Total	51.617	91			
BELONGING	Between Groups	4.355	5	0.871	2.071	0.077
	Within Groups	36.172	86	0.421		
	Total	40.527	91			
SAFETY	Between Groups	13.321	5	2.664	4.111	0.002
	Within Groups	55.740	86	0.648		
	Total	69.062	91			
TRUST	Between Groups	7.837	5	1.567	2.651	0.028
	Within Groups	50.843	86	0.591		
	Total	58.680	91			
ACHEIVEMENT	Between Groups	7.517	5	1.503	2.199	0.062
	Within Groups	58.811	86	0.684		
	Total	66.329	91			

Table 15 presents descriptive data for several instructor departments. The table also includes the results of the ANOVA test for teacher departments and their influence on School Climate. The ANOVA test compares mean differences between two or more groups.

We may infer that there is no significant difference between the departments based on the results of the ANOVA test for departments of teachers and their influence on School Climate. In the test, the p-value is more than 0.05, suggesting that the department had no influence on the School Climate. This indicates that regardless of the department in which a teacher works, the degree of School Climate stays constant.

Yet, when we examine the results of the ANOVA test for teacher departments and their influence on the degree of Leadership, we discover a different conclusion.

The test's p-value is significant (p = 0.05), indicating that the department had an influence on the degree of Leadership. This suggests that a teacher's level of leadership might change based on the department to which he or she belongs.

In conclusion, the ANOVA test findings indicate that, while the department has no effect on the level of School Climate, it does influence the level of Leadership. This emphasizes the need to take departmental variations into account when evaluating and supporting good leadership practices in schools. The findings can help school administrators promote successful leadership techniques and create good school settings that assist teachers in all departments.

İ. Analysis of Dimension contributing to Leadership

Table 16: Frequency of services contributing to customers' satisfaction.

Descriptive Statistics						
	N		Mean	Std.	Minimum	Maximum
	Valid	Missing		Deviation		
BELONGING	92	24	3.472	0.667	1.60	4.20
SAFETY	92	24	3.747	0.871	0.00	4.75
TRUST	92	24	3.584	0.803	0.43	4.57
ACHEIVEMENT	92	24	3.465	0.854	0.00	4.60

The study in Table 16 demonstrates the significance of various services in supporting the Principals' Leadership in an AIS. The investigation revealed that the most significant characteristics, with the highest mean score, are safety and trust. Other aspects, such as Belonging and Accomplishment, are moderate to high in importance, but not as high as Safety and Trust.

In other words, the findings indicate that future teachers prioritize safety and trust when evaluating a principal's leadership in an AIS. While belonging and achievement are still valued, they are not as highly as safety and trust.

This research emphasizes the significance of providing a secure and trustworthy school environment for teachers, as this is what prospective teachers look for when evaluating the Principals' Leadership in an AIS. To strengthen the Principals' Leadership in an AIS, the findings suggest that school administrators should focus on developing trust and guaranteeing safety in the school environment.

J. Qualitative study:

1. Qualitative Study Summary:

I interviewed six teachers from the AIS school, each of whom represented a different department, for a qualitative study. The following are the main ideas that each instructor shared:

Teacher of Arabic and Islamic Studies: The AIS Arabic and Islamic Studies instructor gave insightful answers about the administration and culture of the school during the interview. The teacher indicated their opinion that there is strong and supportive leadership at the school and a largely positive climate. The instructor claims that cultivating communication and trust are two successful leadership techniques that are essential for developing a positive learning environment. They also emphasized how cultural and demographic origins affect leadership and the learning environment in schools. Overall, the results show that effective leadership, especially one built on trust, can strengthen leadership capacities, and support a positive learning environment.

Teacher of robotics and computer science: The AIS robotics and computer science instructor gave their opinion of the administration and culture of the school during the interview. The instructor praised the management for successfully satisfying the demands of teachers and students and offered a favorable opinion of the learning environment at the institution. They stressed the use of good leadership techniques, such as establishing clear standards and offering chances for professional development, to create a healthy learning environment in schools. The instructor also stressed the significance of equal access to technology, which has a big impact on how the school operates. In conclusion, the research points to fair access to technology and strong leadership abilities as factors in the development of a pleasant school climate.

English instructor: The AIS English instructor discussed the school's administration and culture during the interview. The teacher shared her opinion that leadership effectively fosters a culture of learning and growth, creating a favorable learning environment. To create a friendly learning atmosphere, they highlighted the significance of collaboration between faculty and students as well as effective communication. The lecturer also talked about the unique opportunities and difficulties

for growth and learning presented by the diverse student body and backgrounds. Overall, the results indicate that effective leadership techniques, such as encouraging communication and cooperation, are advantageous to school administrators as well as leadership abilities.

Math teacher: The AIS math teacher spoke about the administration and culture of the school throughout the interview. The instructor believes that the leadership of the institution is successful in encouraging ongoing improvement and fostering student learning. They highlighted the necessity to build trusting relationships with students and to present chances for interaction, cooperation, and knowledge sharing. The teacher also emphasized the value of assessments in fostering math student development and success, as well as the necessity of ensuring that students have access to excellent materials to foster a positive learning environment.

Science instructor: The science teacher gave their viewpoint about the administration and culture of the school during the interview. They praised the administration for efficiently assisting the faculty and students and praised the positive atmosphere in general. The instructor emphasized how crucial it is to support students in developing a growth mindset, taking calculated chances, and learning from their failures. They also stressed the value of inquiry-based instruction in raising student engagement and improving students' comprehension of scientific ideas. It was also emphasized to create a welcome and secure learning atmosphere where each student feels valued and supported.

Teacher of social studies: The social studies instructor gave insights into the administration and atmosphere of the school during the interview. The teacher applauded the administration for giving resources and assistance to both staff and kids, expressing a favorable opinion of the school's culture. To help children understand their society roles, they highlighted the importance of teaching critical thinking, problem-solving, and active citizenship abilities. The instructor also emphasized the vital importance of cultural competence and diversity education in building an inclusive learning environment where all students feel respected and appreciated.

Overall, the results indicate that effective leadership strategies that emphasize diversity, cultural competence, critical thinking, and relationship-building help to create a positive learning environment. This information can help teachers and school

administrators design productive learning environments. The instructors' comments highlight the value of preparing kids to be active, accountable citizens who can contribute to a just and equitable society.

2. Findings from the Interviews:

The interviews with teachers from several departments at AIS school gave insightful information about the administration and culture of the institution. The following are the main questionnaire results:

Positive school climate: The teachers typically viewed the school environment favorably in all their interviews. They emphasized the significance of encouraging a culture of education, development, and cooperation.

Teachers commended the leadership of the school for its success in addressing both their needs and the needs of the pupils. The administration was praised for offering tools, support, and chances for professional growth.

Collaboration and effective communication between staff and students were constantly emphasized as essential components of fostering a positive and supportive learning environment. Teachers emphasized the value of teamwork. Teachers were aware of how ethnic and demographic backgrounds affected the learning environment in schools. They underlined the value of cultural competence and inclusivity and drew attention to the opportunities and difficulties given by the varied student body.

Building Trust and Meaningful Relationships: Successful leadership is now recognized to require the development of trust and meaningful relationships. Teachers emphasized the need to build relationships of trust among students, staff, and administrators.

Equitable Access to Technology: During various interviews, the significance of granting fair and equitable access to technology resources was emphasized. Teachers realized the critical role technology plays in fostering an inclusive learning environment and determining the overall culture of the school.

Focus on Student Growth and Achievement: Teachers stressed the need to encourage students to adopt a growth mindset by taking risks, learning from their errors, and actively participating in their education. To enhance student growth and

accomplishment, assessment, top-notch resources, and opportunities for cooperation were considered essential.

Focus on Critical Thinking and Problem-Solving: Teachers stressed the importance of developing pupils' critical thinking and problem-solving abilities. They highlighted the value of instilling in students the capacity for critical thought, information analysis, and the acquisition of civic-minded abilities. Teachers emphasized the importance of diversity education and its vital role in fostering an inclusive learning environment. To create a just and equitable society, they emphasized the importance of educating children about various cultures, encouraging empathy, and fostering an understanding of social issues.

Overall, the results of the interviews indicate that good leadership practices, such as trust - building, communication, cultural sensitivity, and an emphasis on student development and diversity, support the development of a positive school climate. These observations offer valuable advice to school administrators and teachers on how to design learning environments that prioritize student development and get them ready to be contributing members of society.

K. Chapter Summary

The purpose of this study was to investigate the link between Leadership and School Climate. To do this, a factor analysis was undertaken to discover the characteristics of Leadership, and the major components were identified as Belonging, Safety, Trust, and Accomplishment.

The t-test findings revealed that the level of Leadership and the level of School Environment were both positive, suggesting that respondents viewed the school environment to be supportive and positive. This conclusion implies that strong leadership techniques can help to foster a pleasant school atmosphere.

The correlation and regression study demonstrated that Trust has a substantial association with School Climate, but Achievement, Responsiveness, and Belonging had negligible relationships with School Climate. This emphasizes the significance of trust in developing a pleasant educational climate.

An independent sample t-test and one-way ANOVA were used to see if there

were any variations in the degree of Leadership and School Climate depending on the respondents' Years of Experience and gender. The findings revealed that there was no variation in the degree of Leadership and School Climate depending on the respondents' Years of Experience or gender.

The results of the tests, however, revealed that the level of School Climate varied depending on the department of the respondents. This research emphasizes the need of taking departmental variations into account while fostering a healthy school climate.

According to the descriptive analysis, respondents ranked trust as the most important leadership dimension. This research emphasizes the need to develop trust in leadership techniques and foster a pleasant school climate.

Finally, the findings of this study give a deeper knowledge of the link between Leadership and School Climate and may be used by school administrators and educators to promote healthy school environments and improve leadership practices. The findings imply that good leadership techniques, particularly those that foster trust, can help to foster a pleasant school atmosphere.

In conclusion, this study offers useful insights into the link between Leadership and School Climate, emphasizing the role of trust in fostering a pleasant school climate. The findings can help school administrators and educators improve their leadership techniques and create supportive and constructive school environments.

V. DISCUSSION AND CONCLUSION

A. Introduction

This chapter provides an overview synopsis of the study and examines the research's key results as well as the findings of data analysis in order to answer the following research questions: 1) What is the degree of AIS School Climate? 2) What is the level of AIS Leadership? 3) What is the connection between AIS Leadership and School Climate? 4) What are the disparities in leadership and school climate levels based on demography, and 5) What are the elements influencing the link between Leadership and School Climate.

B. Overview of the Study

This study focused on determining the level of leadership and school climate at AIS, as well as assessing the relationship between leadership and school climate, and thus developing differences in the level of leadership and school climate based on demography, and determining the dimensions that contribute to the Principals' Leadership at AIS.

According to the study's findings, all mean scores were more than three, indicating that teachers in AIS had good impressions of administrators' leadership and teachers' exceptions addressed in the implementation of services. In addition, four criteria were discovered on the Leadership scale: Belonging, Safety, Trust, and Accomplishment.

While this study was looking at teachers' levels of leadership and school environment, the findings reveal that all four leadership characteristics were rated highly by respondents. Accomplishment is the lowest degree of leadership dimension, followed by Belonging, Safety, and Trust. Additionally, the findings of this study revealed a high degree of leadership. Finally, the data revealed that the degree of

school climate was likewise high, implying that the teachers were pleased with the environment provided by the AIS principals.

According to the findings, all factors had a strong association with the school atmosphere. This conclusion validates Dore's (2021) study, which said that the most significant characteristic influencing Leadership and creating a healthy school atmosphere is Trust, Belonging, and Safety.

According to the findings of this study, there are no variations in the degree of leadership characteristics depending on gender, years of experience, or department. Moreover, there are no gender or experience-related disparities in the Degree of school climate. Nonetheless, the data demonstrate that the level of students' school climate varies by department. Lastly, this study sought to identify the factors that influence principal leadership as seen by teachers. The item with the highest score is ": Safety and Trust," which is followed by "Belonging and accomplishment."

C. Discussion of the Study

This section will analyze the data gathered from the questionnaires distributed to Teachers in AIS. The discussion will respond to the five research questions set out in the first chapter.

1. Research Question 1: What is the level of School Climate in AIS?

Individual judgments of moral, relational, and institutional components of school life are referred to as school climate by Grazia and Molinari (2019). A growing amount of research has established the need to investigate school climate in order to create treatments capable of lowering problem behaviors and enhancing student and teacher well-being. The study of school climate dimensions was employed in this study to assess the degree of school climate at AIS, and hence the school's performance. To assess the degree of school atmosphere, a sample t-test with a test value of 0 was performed. The outcome was compared to the test value.

The findings of one sample t-test clearly reveal that the means of three dimensions are bigger than the test value (test value = 0), but the school order dimension has the lowest mean. Teaching and Learning has the highest mean, followed

by Interpersonal Connection. It demonstrates that the opinions of instructors about teaching and learning are more significant than the Interpersonal Connection. As a result, from the perspective of the AIS teachers, the level of school climate is high and positive.

This study discovered that all of the school climate dimension components employed had a mean score that was mostly more than 3.5 (80.00%), suggesting a higher performance in comparison to the scale of assessment. According to this study, new possibilities for professional growth at work and cooperation contribute to a pleasant school atmosphere. Similarly, the research revealed evidence for a link between principal instructional leadership and school climate.

However, most studies either focused on specific aspects of climate related to collaboration, teamwork, interactions, and guidance, such as protecting class time, providing opportunities for teaching and learning, and making professional development available to teachers, or examined climate as a whole (Bellibas & Lui, 2016).

2. Research Question 2: What is the level of Leadership of the AIS?

It is both practical and philosophically significant to investigate the link between the principal's leadership style and the school's performance and outcomes. Identifying the principal's day-to-day tasks at the school demonstrates the position's practical relevance. The conceptual significance is tied to the role of organizational and leadership theories in school achievement, which has received little attention in prior research (Alsafran et al, 2014).

To assess the level of leadership, a single mean t-test was used, with the assumption that the level of leadership is high toward AIS. This hypothesis H0: the degree of leadership of AIS principals is strong with =3 is supported by the fact that all of the leadership items were rated higher than 3.5 on a 5-point scale. According to the data, all of the items had a mean larger than the test value (test value=3).

The majority of AIS teachers have praised the school's safe atmosphere and expressed their overall happiness. The item with the highest score was "Do you feel secure about your job security?" "Is the delegation of work adequate for your skills?" has been graded the lowest with 3.901. This conclusion is corroborated by Harris et al.

(2016)'s study, which discovered the need for empirical validation of principals Leadership in educational institutions as being crucial to work satisfaction adjusted by the institution's desire to retain them.

The promised institutional stability would be vital to the institutions' survival. Prior study discovered that praising employees, such as in principals' leadership, enhanced their job happiness and had a direct influence on their intention to stay with the firm. Employee retention has also been found to benefit from administrative help and professional development. Our findings were consistent enough with the findings of this study to characterize administrators' leadership styles as having a significant influence on teachers' job safety and intention to stay with the institution.

3. Research Question 3: what is the relationship between Leadership and School Climate at AIS?

Two distinct tests were carried out to assess the link between Leadership and School Climate. The Correlation test was the first, and the Linear Regression test was the second.

The correlation test revealed a significant positive link between School Climate and all leadership characteristics since p0.01, with the largest correlation being between School Climate and Trust (0.891). Yet, the association between school atmosphere and achievement is the weakest.

This study's findings are compared to Perkins' study (2020) A principle's leadership style has a considerable influence on the school climate and learning environment. A principal can lead in a way that promotes a positive school atmosphere, which leads to higher student accomplishment. On the other side, a principal might use his or her many years of expertise to lead in ways that are harmful to a positive school atmosphere and negatively impact student growth.

On the other hand, a linear regression test was performed to determine which dimension has the most influence on the degree of school climate. Nonetheless, at a significant level of 0.000, the test suggests a substantial relationship between the trust component and school atmosphere. The regression test results were as follows: (SC) = 1.121+0.914(Trust) with r2=0.829.

Blomeke and Klein's research backs up these conclusions (2013) The amount of perceived autonomy is heavily influenced by the trust atmosphere. The degree of evaluation indicated by the instructor was highly related to administrative leadership.

4. Research Question 4: What is the differences in the level of leadership, and level school climate based on demography?

Two tests were performed to determine the difference in level Leadership and level School Environment based on demography: a one-way ANOVA test for differences based on years of experience and department, and an independent t-test for differences based on gender.

First, the findings revealed that there is no statistically significant difference between genders in terms of school climate and leadership level. On the one hand, this conclusion is consistent with the findings of Konold et al. (2017) and Maxwell et al. (2017), who discovered no significant variation in school climate depending on gender.

Yet, Lee (1993) research findings indicate that males have a more favorable opinion of school climate than females. On the other hand, the results are consistent with the findings of Aldridge and Fraser (2015), who also asserted the same thing. This conclusion, however, contradicts the findings of Xu et al. (2016), who found a substantial difference between gender and leadership.

Additionally, the findings revealed that there is no statistically significant difference in level Leadership and level School Climate depending on years of experience. The conclusions of this study are corroborated by the findings of Ferry (2015), who discovered that years of experience are not decisive in leadership. However, Wheelock (2005) discovered that there is a difference in level of School Climate based on years of experience for School Climate, but that assumption has been rejected in this study because the findings show that there is no difference in level of Leadership and Level of School Climate and years of experience.

There is no substantial difference in levels of service and nation of residence in the respondents' departments, according to the results. The One-Way ANOVA test results demonstrate that there is no significant difference between department and degree of Leadership, which contradicts the findings of Frater (2006), who found a

significant difference between Leadership and nation of residence.

Nonetheless, One-Way ANOVA revealed a significant difference between department and level of school climate, which is supported by Kane et al. (2016), who state that department and culture influence level of school climate. Yet, looking at the results of the ANOVA test for Teacher Departments, we can infer that the department impacted the degree of Leadership, and this conclusion was not supported by any previous study.

5. Research Question 5: What are Dimension contributing to Leadership?

This study aims to look at the factors that influence leadership in AIS. According to the data, the most significant dimension is Safety and Trust. According to the study, ethical leadership related to improved confidence in a leader but not with increased safety compliance. Additionally, trust in the leader was positively connected with safety compliance and acted as a bridge between ethical leadership and safety compliance (Enwereuzor et al., 2020).

D. Implications

The study's conclusions have significant significance for the theoretical framework and practice of school principals.

1. Theoretical Implication

The conceptual framework of this research, as shown in Figure 2.8, was upgraded to Figure 4.1 based on the outcomes of this investigation. This conceptual framework includes Leadership as an independent variable as well as the School Climate section as an independent variable.

According to the findings of this study, four elements of leadership were discovered: 1) Belonging, 2) Trust, 3) Safety, and 4) Achievement. Despite the fact that the conceptual framework of this study revealed many Leadership aspects in the Literature Review section.

Additionally, the conceptual framework does not take demographic aspects into account. The dimensions in this section are predictive of school climate. Furthermore, it demonstrates the impact of the department on the leadership. This

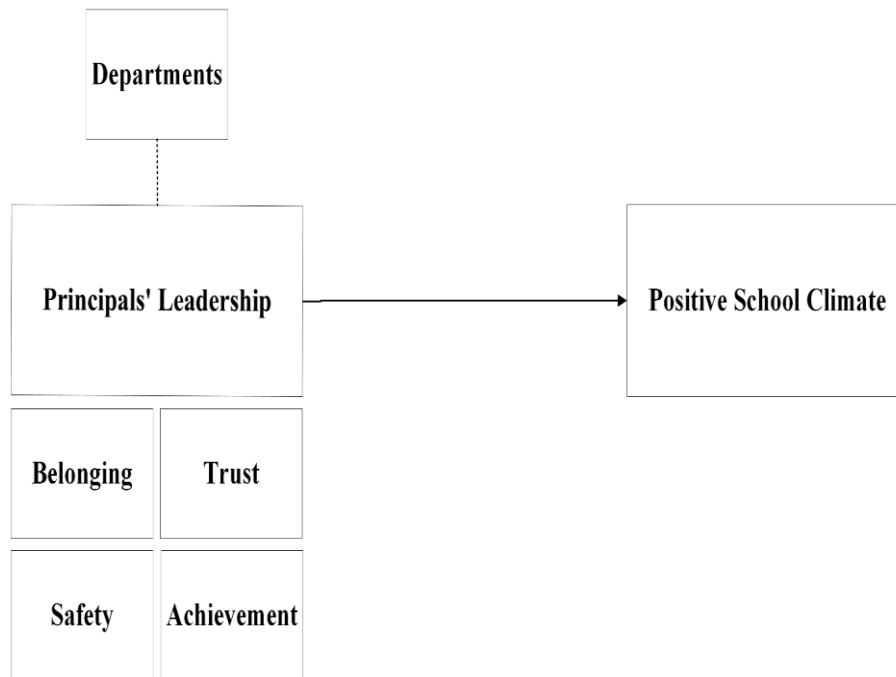study's new framework is described below (Figure 5.1).

Figure 9: Finalized Framework of this Research.

2. Practical Implication

The findings of this study appear to accomplish the intended goal by studying the level of leadership and the level of school climate, bringing the real link between both factors to light, and determining whether there are any significant disparities. This subsection provides a brief overview of these findings and their practical ramifications, as follows:

First, the findings revealed a high degree of leadership in all categories. This study's findings also revealed a high degree of school climate in the school. Furthermore, it suggests that Principals' leadership level might favorably influence school climate and contribute to teacher retention.

As a result, to create a positive difference in all aspects, school managers, principals, or administrators might enhance their procedures in terms of better listening to their teachers. To meet the expectations of the teachers, AIS management must treat their staff or teachers as individuals rather than professionals. This may be accomplished by learning what teachers anticipate from the school and providing

accordingly. Teachers will be compelled to stay rather than transferring jobs because of greater management.

Second, the findings revealed that, in terms of AIS, only the Trust component exhibited significant associations with School Climate. That is, improving trust will result in a better school atmosphere. Furthermore, the findings revealed that there are no changes in AIS Teachers' attitudes regarding school atmosphere and overall leadership depending on demographics.

The tested essential factors (gender and years of experience) play no influence in affecting respondents' opinions. As a result, it confirms what other literature tries to portray here, namely that strengthening Leadership has the ability to favorably impact the school climate. Yet, the findings of this study suggested that the respondents' department had an impact on their degree of leadership.

VI. CONCLUSION

This case study's goal is to investigate how leadership affects the culture of AL JAZARI International High School. The researcher had easy access to both quantitative and qualitative data collection techniques because she worked for the school. Results from the use of questionnaires and interviews were reliable. This study's main objective is to help educational authorities and school administrators comprehend how instructors view leadership and the environment at their institutions. The results of this survey can give school administrators useful information to develop initiatives that will improve the school's general climate and foster a more favorable work environment for teachers. Initiated in response to the growing need for educators and administrators to enhance the school.

To uncover variations in leadership and school climate based on demographics and identify the qualities that contribute to the principals' leadership at AIS, this research focused on evaluating the level of leadership and the climate at AIS. The results of the survey showed that all mean scores were higher than 3, indicating that instructors at AIS had positive opinions of the leadership of administrators and thought their expectations had been satisfied in the provision of services. The Leadership Scale also revealed four dimensions: Belonging, Safety, Trust, and Accomplishment.

The results show that all four leadership aspects obtained favorable evaluations from the respondents as this study assessed teachers' opinions of leadership and the learning environment. The leadership dimensions with the lowest ratings were Accomplishment, Belonging, Safety, and Trust. A high degree of leadership and an equally high level of school climate were also found in the study, indicating that instructors were content with the environment created by AIS administrators. The findings show a significant correlation between every element and the climate of the school. The results of this study support those of Dore's (2021) study, which named Trust, Belonging, and Safety as the three most important factors influencing leadership

and promoting a positive school climate.

The results showed that there was no gender, experience level, or departmental differences in the degree of leadership traits. Additionally, there were no differences in the climate of the school due to gender or experience. The findings show that departments had varying levels of school atmosphere, though. Finally, this study sought to pinpoint the variables that teachers thought affected principal leadership. The category with the highest score was "Safety and Trust," which was followed by "Belonging and Achievement." An important component of educational environments is the influence of leadership on the culture of the school. Effective leadership has the power to mold and have an impact on a school's entire culture, success, and climate. Strong leadership promotes a favorable environment that benefits kids, teachers, and other stakeholders.

To set the tone and direction for the school, leadership is crucial. Clear goals can be set, expectations can be communicated, and teachers and staff can be inspired to work together toward a single goal by a visionary and motivating leader. Everyone feels respected and inspired to produce their best work in a supportive and engaging educational environment because of this sense of direction and purpose. Furthermore, collaborative work and open communication are encouraged by effective leadership. An environment where ideas are fostered, and different perspectives are appreciated is created by a leader who values the opinions of teachers, students, and parents. All parties involved in this collaborative process feel a sense of ownership and belonging, which creates a more welcoming environment in the classroom.

A school community's level of trust is influenced by leadership as well. Teachers, kids, and parents are more likely to trust a leader who is open, approachable, and fair. A positive educational environment must be built on trust because it fosters positive connections, productive teamwork, and a desire to experiment and try new things. Effective leadership also promotes teachers' wellbeing and professional development. Job satisfaction and general teacher morale are improved when leaders promote teacher development, offer opportunities for mentoring and training, and foster a supportive workplace. Improved student achievements are ultimately a result of a strong school environment that values and supports teachers.

On the other side, bad leadership can have a negative impact on the atmosphere

at school. A lack of direction, imprecise expectations, and inconsistent decision-making can be caused by inadequate or weak leadership, which can cause confusion, frustration, and disengagement among teachers and pupils. Additionally, it can help create a toxic or unfavorable school environment marked by low morale, a high staff turnover rate, and strained relationships. In conclusion, leadership has a big impact on the culture of the institution. A good, welcoming, and supportive environment is fostered by strong and effective leadership, and as a result, children succeed, teachers are inspired, and the entire school community thrives. Schools may create the ideal environment that fosters learning, growth, and success for all by putting a priority on leadership development and developing a culture of collaboration and trust.

Due to copyright restrictions, the findings of the study on how leadership affects school atmosphere at AL JAZARI international high school cannot be applied to other institutions. Copyright safeguards the researchers' original work and prevents the use or replication of their findings without their consent or proper acknowledgement. The research findings are the intellectual property of the researchers and the institution to which they are attached, including the data gathered, the analysis, and the conclusions. Prior to employing or sharing their work, it is imperative to obtain the necessary authorization in order to respect their rights and recognize their achievements.

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Due to their fundamental qualities and analytical methodologies, qualitative and quantitative data might have differing consequences on study outcomes.

Quality information:

• Comprehensive comprehension: Rich, in-depth descriptions and insights into the research phenomenon are provided by qualitative data. The context,

viewpoints, and underlying meanings of the research issue are all deepened for researchers as a result.

• Exploration and theory creation: Qualitative data analysis enables the investigation of intricate phenomena, the creation of theories, and the formation of hypotheses. It can provide fresh viewpoints, surprising results, and emergent themes that could influence the study's findings.

• Subjectivity and interpretation: The coding, categorization, and thematic analysis used in qualitative data analysis all include some degree of subjective interpretation. The researcher's interpretation and theoretical lens have an impact on the research conclusions produced from qualitative data.

Quantitative data

• Generalizability: Quantitative data can be statistically generalized because of the greater sample numbers. It helps researchers to make generalizable judgments about a larger population than just the sample they researched.

• Statistical analysis: Statistical methods are used in quantitative data analysis to produce factual and numerical evidence. Researchers can evaluate the significance of links, differences, or patterns in the data using statistical tests and measures.

• Accuracy and dependability: Quantitative data offers accurate numerical measures that can be duplicated and validated. It provides a level of accuracy in data collecting and measurement, which supports the findings of the study.

Combining quantitative and qualitative data

• Triangulation: By combining qualitative and quantitative data using a sequential design or a mixed methods strategy, researchers can get beyond the drawbacks of each methodology. By comparing results from many data sources and research methodologies, triangulation helps validate and reinforce study conclusions.

• Complementarity: To provide a more thorough picture of the research phenomenon, qualitative and quantitative data might complement one another. While quantitative data can offer larger trends and statistical support to qualitative conclusions, qualitative data can also provide insights and context that help explain or

understand quantitative outcomes. The study question, objectives, and the integration of data sources are what ultimately determine how qualitative and quantitative data affect research findings. Both sorts of data help to create a more thorough and nuanced understanding of the subject of the study, which results in more reliable conclusions.

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APPENDICES

Questionnaire:

☐   Is the infrastructure and furniture adequate for your work?

☐   Is the workload adequate for quality work?

☐   Is the infrastructure convenient and comfortable?

☐   Do you have an easy communication relationship with your work team?

☐   Do you have an easily communicable relationship with other departments?

☐   Are you respectfully treated by coworkers?

☐   Are you timely communicated about changes in the school?

☐   Do you feel stimulated by teamwork?

☐   Is your work potential adequately tapped in your area?

☐   Are your suggestions evaluated by your principal?

☐   Do you see opportunities for professional growth in the school?

☐   Do you enjoy the work you do?

☐   Does the School provide adequate training when needed?

☐   Do you receive sincere compliments for your work?

☐   Do you have opportunities for learning and professional development in the job?

☐   Are you professionally fulfilled with your position?

☐   Does your supervisor care about you as a person rather than as a employee?

☐   Is the principal's communication clear?

☐   Does your principal have the skills required for the job?

- Do you trust that the decisions made by the principal are adequate to achieve?

- Does your principal share the decision with you?

- Is the delegation of tasks appropriate for your skills?

- Is your professional performance properly assessed?

- Does the School offer great solutions to its students?

- Do you feel safe about job security?

- Would you refer your friend to work at the school?

- Is this School a good place to work?

- Does your compensation meet your personal needs?

- Does your compensation match the job title in the job market?

- Does the supervisor talk to the teacher before making any changes?

- Teachers receive satisfactory training or not?

- My school will use Teacher ideas to improve the Teachers own work situation, can you claim it?

- Every Teacher understands the goals of this school, true or false?

- My school is very efficient and will not waste time and money, true?

- Teachers are excited about their work and want to do their best for maximum?

- What is your age?

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-63525   28.09.2022
Konu : Etik Onayı Hk.

Sayın Nagham HAJARIN

    Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 08.09.2022 tarihli ve 2022/14 sayılı kararıyla uygun bulunmuştur.
    Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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RESUME

To attain a position in a dynamic and well reputed organization that offers good opportunities and challenging working environment that in return help me to gain knowledge, experience, and my career prospectus. I believe my academic and communication skills will enable me to be an effective contributor to the organization.

Skill Highlights

☐ Enjoyment of teamwork and ability to work under pressure

☐ Excellent communication, presentation, and skills

☐ Fast learner and likes interacting and supporting customers

Experience

☐ February 2019- Continued: High School Vice Principal at Al Jazari International Schools - Istanbul

☐ July 2018- Aug 2019: Head of HR Department/Manager of Student Affairs at Al-Aqsa International Schools – Istanbul

☐ Sep 2012- July 2019: IT Head of Department/System Administrator at AlRushed American School, UAE

☐ Sep 2011- July 2012: ICT Teacher at IQRA International School, UAE

☐ January 2008- March 2011: ICT Teacher at Deans International School, Ajman-UAE

☐ March 2004 - Jan 2008: Board Secretary at International Schools of Creative Sciences, Sharjah

• Administrative Duties, Public Relations – Event Organizing

• ICT Teacher

Education

☐ bachelor's degree in computer science_ London University, UK (2007)

☐ B.Sc. In Mathematics & Chemistry University of Tishreen, Syria

☐ Graduated from Al Karama Secondary School _ Syria, Lattakia (1998)