**CHAPTER 1**

**The Problem and its Setting**

 The success of a school depends critically on effective leadership. For decades, scholars have worked to comprehend the fundamentals of effective leadership. The majority of the studies identified three key leadership responsibilities for complex changes and ongoing school improvement: effective stakeholder communication, accurate assessments of practices and their effects on people, and the promotion of shared values and a sense of belonging for cooperation. According to Shamsuddina (2012), schools should establish a supportive school climate where students can develop their social and academic skills. These skills are crucial for producing students with potentials parallel to the government's mission in developing human resource as a prerequisite to the development of knowledge-based economies. Furthermore, it is claimed that effective school leaders act in the school's best interest. The school climate, among other consequences, may be influenced by the leadership abilities placed upon school heads.

 According to Busemeyer, Wang, and Townsend (2016), substantial leadership is a strategy that guides organizations into the future and changes them into their ideal forms. Additionally, it is a process that involves everyone in the organization, and school leaders are role models who can inspire staff members to perform at a high level, which is what is meant by an exceptional organization in terms of productivity, performance, and profitability. Additionally, three principles that describe how human cognition works are the foundation of substantial leadership. As stated by Banks (2018), these principles are mind that established perspectives, thought that is built on systems and processes, and consciousness that is based on motivational value state and necessity of being. These principles influence and affect the commitment of leaders. The force or intelligence that propels the cosmos is the mind. Thought is the ability to use this energy to shape our perception of reality. As free-thinking agents, it directs us through our daily lives and shapes our views, morals, and attitudes, which have an impact on our commitment as leaders. Our ability to recognize this force and comprehend how experience is made up is what we call consciousness (Spittle, 2015).

Williams (2009) conducted a study in the United States to ascertain the relationship between school head leadership qualities, school climate, teachers' job satisfaction, and student achievement. Teachers, teaching assistants, school counselors, and administrators took part in this study. The results show a significant connection between the school climate and the leadership behaviors of the school head. Meanwhile, the study of a Al-Safran, Brown, and Wiseman (2014) focused on the indirect relationship between the leadership style and the school environment. This study uses information from the TIMSS 1995 on Kuwait and the USA empirical research. According to the data of the study, Kuwaiti and American school heads have extremely distinct approaches to leadership. The data analysis proved the theory that the leadership style of the school head affected student achievement. Through the school climate, this interaction is discovered to be both direct and indirect.

 Meanwhile, in the context of public elementary schools in Quezon City, a highly urbanized city in Metropolitan Manila, Philippines, Villar's (2021) study sought to find out the relationship between a school head's leadership style and school climate. Only the associations between intellectual stimulation and two characteristics of school climate—physical resources and security—resulted in statistically significant results out of the nine indicators of the three leadership styles and three school climate indicators. In order to more effectively address the requirements of the school community, a fundamental policy suggestion of the study is to develop training programs with a special focus on crucial skills involved in school-based administration for public school heads.

 In Davao Region, the aim of Ingay's (2018) study was to identify the leadership style and work ethic of school heads as drivers of teachers' morale in the the said region. The level of leadership practice, job dedication, and instructor morale produced very high results, according to the findings. The leadership style and level of dedication of school heads were significantly correlated with teacher morale. Results were considerable when the leadership style of school heads was matched with a dedication to improving teacher morale.

 With the aforementioned manifestations, the researcher is motivated to proceed with with this study as it is crucial to assess the extent of leadership and school climate, particularly in the Post-Pandemic era. Only a little amount of literature has been found that focuses on the interaction specifically between leadership style of school heads and school climate in the Post-Pandemic era. There is more literature on leadership styles and school climate that has been investigated, but none of it has been established specifically for Substantial leadership, which places a strong emphasis on the Post-Pandemic context. Therefore, it is critical to move forward with this research to ascertain how the two variables are related.

*Review of Significant Literature*

This chapter presents the principles, theories and foreign and local literature of authorities that have bearing to the study. Likewise, other similar researchers were included to give sufficient background and information necessary for the realization of this study. The readings were carefully chosen as to its significant contribution to the purpose of this study which were focused on substantial leadership of school heads in terms of leader’s perspective, motivational value state, and needs value state; and and school climate in terms of effective teaching, positive and nurturing environment, and safety and discipline in the Post-Pandemic era.

*Substantial leadership*

 According to Busemeyer, Wang, and Townsend (2016), substantial leadership is a strategy that guides organizations into the future and changes them into their ideal forms. Additionally, it is a process that involves everyone in the organization, and school leaders are role models who can inspire staff members to perform at a high level, which is what is meant by an exceptional organization in terms of productivity, performance, and profitability.

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 Also, substantial leadership necessitates the capacity to construct dynamic leader-follower relationships and environments that influence leader commitment (Okpara, 2014). In order to pursue a self-leadership role that inspires others to practice leadership via stewardship, it seeks to unite management and employee together (Giles, 2018). Substantial organizations are also systems that are inversely magnetized with one another and directly connected to the demands of the leaders and customers. The most crucial thing is that leaders pursue greater dynamism to capture the unpredictable, chaotic aspects of transformation that today's organizations must deal with. They must also establish paradigm shifts that would demonstrate adaptive structures and processes and boost high levels of leader commitment to positive transformation (Kotter, 2018).

 The emerging sciences, especially chaos theory and complexity science, have provided insights and metaphors that serve as the foundation for the substantial approach to leadership. Instead of settings with relatively high stability, order, and predictability, it seems to be most appropriate in ones that are complicated, dynamic, and ambiguous. Five ideas—contextualism, co-creation, catalysis, opensource organizational culture, and induced thinking—are at the heart of the substantial viewpoint on leadership (Fris & Lazaridou, 2006).

 Furthermore, according to the substantial mind frame, people are essentially individual "perturbations" inside an infinite energy field. An entity's identity is inseparable from its relationships with other entities; it is through these relationships that entities "co-create" their realities (Zohar, 1997). As a result, each entity or individual is seen as inextricably linked to and influenced by all other individuals through this field or web; this is referred to as the entity's "contextualism." There are an infinite number of alternative subsequent paths (also known as "virtual transitions") since entities are constantly changing and because they co-create their relationship with one another. The "right path" will thus "emerge" through the interaction of [entities] and their settings as it relates to the management of human affairs (Fris & Lazaridou, 2006). The importance of communication, cooperation, and networks can be attributed to the fact that co-creation in companies is fundamentally based on verbal and behavioral interactions. A crucial implication follows from this, which is that co-creation by people engaged in interaction defines the course that organizational activities take and is, therefore, the fundamental source of leadership.

 Moreover, the substantial approach to leadership makes the assumption that prediction is difficult and that ambiguity and indeterminacy are aspects of everyday existence. In light of this, group members must trust each other's character, ingenuity, and abilities, as well as their own instinctive sense of how things will turn out. Leadership is thought to come from any actions inside the group that encourage people to express their potential and energy via their interactions with one another. According to Foster (1986), leadership is the act of enabling people so that they can then enable others. In this view, rather than being heroes, generals, orchestrators, or choreographers, every member of the collectives has the capacity to be a catalytic leader. Individuals, networks, and - most importantly - interactions are the sources of substantial leadership.

Additionally, according to the substantial perspective, leadership thrives in a culture of collaboration and integration, which is completely dissimilar from the bureaucratic culture of control. It involves an empowerment that is fundamentally distinct from the phony empowerment that is sometimes connected to distributed leadership. The principles of opportunistic and culturally diffused leadership put out by MacBeath (2005) show the kind of empowerment that is characteristic of substantial leadership. According to the definition of opportunistic leadership, authority is assumed rather than bestowed. Instead of being deliberate, it is opportunistic. People now exercise initiative involuntarily and collectively, therefore "distribution" as a conscious process is no longer relevant.

Emerging knowledge about human thought suggests that substantial leadership may entail more than what is immediately apparent. Similar to the magnetic fields that form around wires when electric current flows through them, substantial thought appears to be supported by some sort of energy field that is produced when multiple neurons "fire." As a result, substantial thinking is a synergistic process rather than merely the merging of serial and associative thinking. It might provide an explanation for phenomena like the "Aha!”. Lazaridou (2002) noted that these are "moments, bursts of inspiration, and fleeting instances of "judgement" in school heads' problem-solving.

Furthermore, the constraints of societal development persist even as the substantial era offers potential and limitless opportunities for a comfortable and robust society. Current leaders must adapt and make room for new ideas and knowledge due to the rapid changes in technology. As a result, the substantial age characterized the impacts on management and leadership revolutions through ideas and actions, whereby modifications to management job characteristics were required to survive in the new period (O'Grady & Malloch, 2013).

Through new abilities and insights, substantial leaders inspire others to learn and grow in organizational learning (Watson, O'Grady, Horton-Deutsch & Malloch, 2018). Leaders who are conscious and working at the substantial level emphasize growth potential and work to improve situations. Substantial perspectives encompass the substantial effect on organizations, emphasizing thankfulness and outside contributions to provide positive energy to the learning field, in order to understand the seemingly elusive concept of innovation framework. Furthermore, greater performance was attained by motivating, significant, and organization-oriented visions that went beyond producing a profit (Laszlo, 2019). To put it another way, substantial leaders encourage personal growth and stimulate energetic vibrations.

Moreover, organizations are seen to have substantial values, just as the dynamic energy systems that make up a group of conscious observers enable reality. Physical systems are affected constantly by chaos and complexity. Similar to this, the substantial paradigm is thought to be inherently complicated, chaotic, and uncertain. Leaders were compelled to evolve into substantial leaders as a result of the processes connected to substantial physics, chaos, and complexity, which amplified creative potentials and uncertainties (Curtin, 2011; M. Akmal, 2019). There is a clear need for a different viewpoint at both the individual and organizational levels because the initial company habits, assumptions, skills, and thinking tools do not support sustenance. As a result, substantial thinking advanced society and holistically drew people closer to a certain model, perspective, or justification (Laszlo, 2020). Similar to how potential creativity in a chaotic physical system may only be revealed via a freeing learning experience within the organizational system to develop future leaders.

Furthermore, the generalizability of published leadership studies indicated that substantial leaders might advance past traditional limitations by generating culture-based substantial leaps on a variety of levels. The potential paradigm bridged the gap between the internal and external, reason and feeling, oneself and others, and awareness and material reality (Barrash, 2012). The concept of substantial leadership is described as having cognitive, relational, ethical, emotional, and spiritual elements in Hanine's (2019) study.

Organizations were advised to use efficient management strategies and methods for service delivery from the standpoint of substantial theory. Therefore, in order to increase corporate environmental quality, organizations need dynamic leaders who are completely involved, innovative, energetic, and knowledgeable (Haris, Budiman & Haris, 2016). Substantial leadership could enable the multitasking talents. In a paradigm of interconnectedness that acknowledged the connections between intuition and logic, part and whole, and mind and matter, Barrash (2012) also suggested a new set of underlying assumptions.

Also, organizations needed a creative leadership strategy to handle the problems of today's globalized environment. In addition to having strong intellectual, analytical, and technical skills, substantial leaders were also able to comprehend and control interpersonal connections. The talents recognized new quality principles for the workplace along with fundamental dispute resolution abilities. Organizations constantly used the notion of responsibility as their main strategy. According to Kocak (2020), substantial leadership is an organizational capability that encourages employees to feel a sense of trust, confidence, and belonging in order to achieve organizational goals.

 In addition, one of the ideas behind substantial leadership was how academics could effectively combine their own predictions of considerable progress with the theory's capacity. The theory identified the commonalities among substantial leadership models and proposed a hierarchical substantial leadership integrative model that was reliant on internal significance, leader self-esteem, vision, and good models at various levels of being (Laszlo, 2020; Watson, Porter-O'Grady, Horton-Deutsch & Malloch, 2018). A manager with a Newtonian perspective tried to motivate staff to acquire skills that would be useful in their line of work. The members of the organization supported the practice from the standpoint of more successfully achieving the goals or objectives of the organization. However, rather than using the substantial paradigm as a tool to accomplish organizational goals, a leader who adopted it encouraged professional and individual growth in the technical, intellectual, affective, and cognitive dimensions as well as personal welfare (Dargahi, 2013; Üredi, zarslan, & Ulum, 2018).

 Additionally, the fundamental leadership requirements in complex organizations, such as acting with moral purpose, creating positive differences for stakeholders, building relationships, creating information, and turning knowledge into sharing sessions, were nurtured by substantial leaders, who offered significant insights and inspirations (Sazesh & Siadat, 2019). In the substantial paradigm, the leader focused on relationships and worked to strengthen interpersonal ties in a Newtonian manner. The individual's work-relevant technical and emotional traits were valued by the sense of community, inclusivity, and holistic approach (Barrash, 2012). Numerous research revealed that awards reduced workers' desire in achieving more ambitious goals. The substantial approach's focus on attracting and achieving the larger good helped to promote involvement and spirituality and worked to recognize both individual and professional advancements (Paz et al., 2018).

 In the past ten years, education, healthcare, and clinical settings have all had access to acknowledgement of and research on substantial leadership. The importance of substantial leadership has also grown. It was well known that the constant need to analyze, record, and interpret change had an impact on educational institutions. In order to deal with change, training growth and lifetime learning were therefore necessary (Kayman & Ercetin, 2011). Additionally, it was demonstrated as a well-established field of study that lead the way through very complex, unexpected, and non-linear organizational systems, notably in educational settings.

 Furthermore, a significant amount of research was done in the pertinent literature to show that leadership is a complex process that involves leaders' introspection to enhance the present educational standard. Substantial leadership is a leadership idea that can help students participate in an engaging and successful teaching and learning process (Nurrohim, 2010). According to Mundiri and Ningtias (2019), substantial leadership has qualities that include seeing and dreaming, nurturing respect, love, and care, visionary supervision, a creative society, empathy, empowerment, prioritizing and assisting students' growth and success, ethical behavior, and persuasive communication. According to Kocak (2020), the traits gave substantial leaders new skills and capacities to comprehend the present problems in organizational management and problem-solving. It's interesting that people rarely felt the need to imagine fresh initiatives leading to changes in leadership. Due to unpredictability and unknown events, such as indetermination, chaos, and complexities, leaders must move their focus away from their aims and results and instead leverage possible complexities, paradigm shifts, or substantial leaps.

*Leader’s perspective*

 The substantial leader perspective emphasizes free- flowing interaction and co-determination; members influence the internal dynamic as much as the internal dynamic influences that increases leader’s commitment. All organizations are made up of a dynamic network of connections, interactions, relationships, and forces. The substantial leader perspective makes it abundantly evident that the only real change originates internally and starts with different people (Haris, Afdaliah, Budiman, & Haris, 2016).

 Additionally, in order to adapt their organizations to the needs of the twenty-first century, school heads must develop into substantial leaders and alter their leadership perspective. To be a change leader, one must adopt new practices, look for new markets, outperform rivals, increase commitment, and have the ability to view the larger picture (Wheatley, 2015). Managers should also be aware of a number of change leadership best practices, such as the requirement to understand that change is a continual process requiring dedication. Leaders today must view their roles differently in the digital age and express them in ways that best suit the needs of the organization (Powell, 2017).

 Furthermore, according to Agrawal and Sharda (2013), substantial leadership employs the fundamental truths and principles of substantial physics to raise the standard of strategic planning processes' thinking, commitment, and learning. It entails making an effort to maintain an open mind when considering ideas in order to increase options and possibilities. The what-if method is useful for creating novel strategic possibilities for any significant organization when formulating plans, seeing the future, and considering future decisions (Harris, 2018).

 In a similar vein, Agrawal and Sharda (2013) suggested that the revolution in heuristic problem-solving challenges leaders to think about their position in a world where machine intelligence surpasses human intellectual prowess and speed. Fortunately, the new substantial leadership revolution would also help a leader gain a deeper understanding of how his own mind works and develop his perspective on how to deal with poorly structured management problems for which he lacked the mathematical tools and needed to match substantial mechanics. According to Haris, Afdaliah, Budiman, and Haris (2016), a substantial leader's perspective places more emphasis on creativity, interaction, commitment of leaders, and assisting staff members for self-direction than on giving orders.

 Additionally, Kotter (2018) found that substantial leaders need to promote the development of the organization's vision and motivate staff, clients, and coworkers to support the goal. Together with other team members, the charismatic leader must picture the kind of future that the business hopes to achieve. The smartest and brightest employees should be drawn to and remain in this ideal future because it is fascinating and demanding enough. The amount to which the leader can create a shared, idealized vision of the company or unit will determine the level of commitment and willingness of the workforce to realize the goal.

 Moreover, in a strong school culture, substantial leadership is exercised by anybody who recognizes a need or an opportunity; it is not limited by formal authority or power (Haris, Afdaliah, Budiman, & Haris, 2016). Along with this setting, substantial leaders' perspectives work with new technology, they drive change in attitudes, commitment, practice, and service, and they have to convert the emergence of organizational reform realities into language and procedures that employees can use. Leadership is essential to achieving this form of organization (Grossman & Valiga, 2014).

 Further, according to Tsao and Laszlo (2019), leaders need to understand how to use the substantial field's dynamics for things like access to harmonious energy, a wholistic viewpoint, organizational healing, and much more. In order to awaken extraordinary leadership within the school organization, the principles underlying effective substantial leadership are a perfect match with the principles of tuning and evolving individual and organizational consciousness of oneness, wholeness, discovery, and evolution (Porter-O'Grady & Malloch, 2017).

 Moreover, the school head’s leadership style and school climate are two factors that, according to Robinson (2010), could have an effect on student accomplishment. According to Deal and Peterson (1999), the leadership style of the school head has a significant impact on the school climate. School heads must be conscious of their leadership style and how it affects the culture of the school. School administrators can undertake measures that will raise student achievement by first fostering the correct school climate (Sergiovanni & Starratt, 1998).

 Also, the creation of a healthy school climate by school heads is important for teachers, according to research by Davies (2005). According to Davies, leaders who create an organizational culture that encourages dialogue and the promotion of the teachers' voice as a means of creating school goals and vision are actually more effective at improving schools than those who do not. Additionally, a healthy school atmosphere is associated with student accomplishment, including academic success, high morale, staff productivity, and efficient management, according to Kappan (1987). From the standpoint of school leader’s perspectives, each of these elements is significant. The principle is responsible for making ensuring that the physical, social, and learning environments are all conducive. The school head is in charge of implementing change at the school and looking for ways to enhance the learning environment. It is the school head’s duty to improve communication between teachers and parents. The leader should be aware of how crucial planning, managing, teaching, and learning are in a classroom environment. Standardized examinations should be used as accountability mechanisms to measure student achievement and educational advancement, according to Elmore (2000). Results indicate that teachers believe the school head’s leadership fosters a calm school climate.

 Also, by examining the potential impact on school climate, Bulach et al. (1994) expanded on the research on school heads’ leadership. In Kentucky, the researchers collaborated with 20 elementary schools. To find links between different study variables, the researchers ran an analysis of variance. No statistically significant differences between school head leadership and school climate were discovered by Bulach and colleagues in 1994. The connection between a school head’s leadership style and school climate was also studied by Kelly et al. (2005). In 31 modest, outlying elementary schools, the researchers gathered data. The statistically significant positive relationship between Leader Effectiveness and each of the six climate scores was found by Kelly and colleagues in 2005, indicating a causal relationship between Leader Effectiveness and school climate. There was no association between the school heads' self-rating of their leadership and the teachers' perception of the school heads' leadership, according to further analysis of the data. According to Kelly et al.'s research, school head’s leadership effectiveness and school climate are directly related.

*Motivational value state*

 Substantial leader’s motivation is the ability to seize opportunities and make significant, nonlinear substantial improvements, in order to realize the fullness of an individual and industry's possibilities requires substantial organizations. In such companies, ones that exhibit substantial theories of organizational behavior, self-aware, conscious individuals interact with one another to create possibilities rather than in a rigid hierarchy (Kilmann, 2017). There are an unlimited number of virtual transitions into the ideal organization of the future because organizations are in perpetual flux and because they co-create their relationships. In terms of human affairs management, the interaction between entities and their settings could motivate school leaders to adopt substantial thinking, and this leads to an increase in the positivity of the school climate (Fris & Lazaridou, 2016).

 Similar to this, in substantial organizations, the motivational value state of the leaders is obviously based on verbal and behavioral interactions, which leads to the primacy of communication, cooperation, and networks. This results in a crucial corollary creation by individuals in interaction, which determines the directions that organizational activities take and is therefore the fundamental source of substantial leadership (Cameron & Green, 2015). Living beings, networks of connections, and communications, in which people do not behave rationally, are the motivational value state in substantial organizations. They need to exert less control to allow for more unpredictability, turmoil, key people' involvement, debate, and strong communication and understanding. According to Maslow's hierarchy of requirements, all levels of demands must be understood and met (Giles, 2018).

 On the other side, school administrators in this state must be driven to alter organizational culture, competences, values, and behavior that affect commitment. They must also transform how individuals think and believe across the company. Reflection is crucial in this. A blend of top-down and bottom-up, compliance and commitment, chaos and heroic hands-on leadership, and individuals and teams are necessary for successful transformational change (Karp, 2015). How to lead transformation is not something that can be easily prescribed (Laszlo, 2016).

 Additionally, school administrators must embrace the concept of chaos and identify the organization's DNA of change, as well as any patterns or orders of change. Use the best ideas for change to challenge the status quo. Start small and expand from there. Starting with themselves, leaders should inspire important individuals, identify change ambassadors, offer the necessary resources, propagate the change to make it operational, and engage in non-linear prototyping and experimentation. According to Haris, Afdaliah, Budiman, and Haris (2016), this is an organic growing process with no one remedy. It reflects a systematic and holistic viewpoint.

 According to Latt (2008), in the educational system, motivational techniques ensure quality control. A barrier to attaining quality assurance in the educational system was created by motivational techniques such staff training and development, promotion, compensation, remuneration, working conditions, status, and participatory decision-making. When it comes to the success and accomplishments of a business, motivation and performance are crucial components. If there are changes in the external environment, an organization must adapt such changes in order to remain competitive.

 Additionally, as the manager of a secondary school, the school head is seen as a leader for the faculty and students. The ability of the top administration to inspire their teachers determines a school's success (Fiumara, 2016). Human behavior, according to Srivastava and Bhatia (2013), is driven by motivation that pushes people to accomplish specific goals. According to Fiumara (2016), motivation is what leads someone to act in a certain way and focus their efforts towards sustainability.

 In Sub-Saharan Africa, Apolline (2015) in Cameroon on the motivational strategies used by school heads in the management of schools in the case of some chosen secondary schools in the Fako Division of the Southwest Region of Cameroon discovered that the motivational strategies employed by the school heads should impact the attainment of the school goals either positively or negatively depending on the administrative and managerial styles of the school head. In relation to this, to maintain a good level of work performance in Cameroon, the school head needs to be aware of the incentives to give to his staff in this regard (Falola et al., 2014). This suggests that the school head must improve the motivational components in their institutions. According to Lourmpas & Dakopoulou (2013), a school's head should identify and capitalize on teachers' sources of inspiration. This will make teachers more effective at doing their obligations and perhaps inspire them to view their work as motivating.

 In addition, Zwalango (2014) discovered that motivated teachers give their all and perform better at their jobs in a study on the effect of motivation in boosting teachers' performance in private primary schools a case of St. Mary's International schools in Tanzania. When dealing with teaching and learning, school administrators should uphold a professional standard. This is due to the fact that instructors' perspectives on organizational effectiveness and self-concept will influence how their equity is shaped.

 On the other hand, improved working conditions and a sizable compensation, according to Lipsey, Opoku, and Donyina (2015), are essential motivators for teachers' job performance. The study recommends that educators, together with their school head, should participate in decisions affecting these institutions in order to assist them take ownership of their institutions and make sacrifices to work assiduously toward institutional goals.

 Also, Appolline (2015) states that a teaching and learning environment should be supported by the staff and school head of the school because motivation is a significant factor. This implies that the learner's interest is the primary driving force behind learning because education is impossible without motivation. Due to the fact that both teachers and students must focus their attention and energy on the job at hand or skill they are learning or developing, motivation plays a crucial part in both learning and teaching.

 In addition, school heads should be aware of the factors that drive employee motivation and encourage suitable conduct, according to motivational theories. According to Burton (2012), motivation theories provide examples of needs that have an impact on employees' motivation. Both extrinsic and intrinsic needs are included in these needs. Employee behavior changes, aspirations, and emotional involvement are all viewed as manifestations of motivation. Undoubtedly, the motivation and leadership of school heads or school heads are vital in determining the climate of the school. A motivating work environment for teachers and staff is created by school heads. They assist them, show appreciation for what they do, and promote their professional development. Teachers and staff are more likely to be motivated and committed to their jobs when they feel respected and supported, which in turn improves the educational experience for children.

*Needs value state*

 According to Hall and Shafi's (2008) definition of the needs value state, a substantial leader in this state possesses the values that are fundamentally necessary for the leader to succeed and be motivated to pursue aims and goals. Additionally, Scharmer and Kaufer (2013) asserted that in order to successfully solve many modern difficulties, such as organizational change for the achievement of corporate goals and direction, one must focus on leading from an emerging future. Their framework places a strong emphasis on strengthening collaborative, idea-broadening efforts, employing radically different economic and social logics instead of perpetuating the ways of thinking that led to today's urgent problems, and developing the listening capacities of substantial leaders to foster a more encompassing self.

 Moreover, a substantial leader in this needs value state underlined that leaders should always keep in mind that energy is constantly changing the organization's substantial field. The head of the school must be a creative leader who can lead from an emerging future rather than from the past since the past is constricting and you must make the commitment to live in a universe of limitless possibilities. The only restrictions exist in one's imagination (Gotswani, 2016).

 In addition, one must embrace their own transformation and perform all the inner work necessary to elevate their own energetic vibration for the future in order to be a successful substantial leader. According to the substantial perspective, leadership thrives in this needs-values stage when there is an ethos of cooperation and integration, which is fundamentally different from the bureaucratic ethos of control. In order to achieve short- or long-term goals, it includes a sort of empowerment that is fundamentally different from the pseudo-empowerment that is sometimes associated with other leadership methods (Renihan, 2012).

 The following ideas are offered by the needs value state of substantial leadership, which suggests that it should not always be considered a superior kind of leadership. Theoretically, there are other options that can be used to support human endeavors (Harris, 2018). Additionally, substantial leadership can occur anywhere in a community and may involve an infinite number of loci of control; it is a synergistic result of logical and associative thinking that influences school leaders' school climate; and it is only appropriate when specific circumstances are present: the setting is volatile, chaotic, and complex; and the members of the organization are predisposed to deal with that volatility, chaos, and complexity because they are in symbiosis, a reason for their symbiosis.

 Furthermore, continuous improvement, according to Laszlo (2016), entails turning each significant jump into a teaching moment that gets the company ready for the next significant leap. By learning more quickly than the opposition, development may be made more quickly and the time between jumps can be shortened. In order to gain and maintain a competitive advantage, substantial businesses are forced to learn from their achievements and failures better and faster. They must reinvent themselves as learning organizations, where individuals and teams constantly grow and learn.

 Additionally, according to Ellis and Pennington (2014), over the past few decades, there has been a significant redefining of the parameters for conducting business due to the constant changes in how we work and live. A sustainable company must constantly refresh itself through innovation and a new kind of leadership because it cannot afford to remain stagnant. The capacity to adjust to continual change, encourage it, and adopt new norms is essential for surviving and thriving in a hostile and unpredictable environment (Giles, 2018). Further, Kotter (2018) concluded by saying that school heads must work to develop the organization's vision and use influence to develop a better school climate, which motivates staff, clients, and colleagues to support the goal. Together with other team members, the leader must have a vision (Giles, 2018). The kind of future the institution envisions for itself should be compelling and difficult enough to draw in and keep the best, most talented, and most devoted workers. The degree to which the school head can create a shared, idealized image of the organization or unit will determine how willing teachers and other staff members are to realize the vision as their commitment to the school grows.

 In relation to the needs value state of substantial leaders, the school climate can be significantly impacted by how well needs and goals of individuals within the school community are met. It fosters a more pleasant and supportive environment, which is favorable to teaching and learning, when the needs and goals of students, teachers, administrators, and other staff members are addressed. Similarly, for the purpose of keeping enthusiastic and dedicated workers, it is essential to address the needs and goals of the teachers. Teachers are more likely to be committed and passionate about what they do when they feel valued, respected, and supported in their professional development and personal objectives. A happy teaching staff fosters a collaborative and peaceful environment, which has a good effect on the school climate (Coelho & Dell'Aglio, 2019).

 Furthermore, conflicts and tensions within the community are reduced when the school head proactively responds to individual needs and goals. Conflicts frequently start when there is a perception of a lack of understanding or support for specific issues. The school fosters a more peaceful school climate by understanding these needs and attempting to accommodate them (Coelho & Dell'Aglio, 2019).

*School climate*

The National School Climate Council (2007) states that "school climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures". In other words, the school's climate is shaped by the experiences that all students, instructors, administrators, and parents have on a daily basis.

 In its simplest terms, school climate refers to how every individual or group perceives their influence on the workplace (Schneider et al., 2013). Personnel who see the same things about how their work environment affects them personally at work will generate a positive school climate (Glisson, 2007). School climate is typically thought of as behavior. The two main types of previous and present study on school climate are school climate from a shared perspective and school climate from an individual perspective.

 Furthermore, Chan (1998) and Ehrhart, Schneider, and Macey (2013) held the same views on school climate. According to Ehrhart et al. (2013), school climate is "the shared meaning school members attach to the events, policies, practices, and procedures they experience and the behaviors they see being rewarded, supported, and expected". Rousseau (1990), Virtanen (2000), and Glisson and James (2002) were three more scholars who looked at school atmosphere from an individual standpoint. Climate is based on individual views, which, according to Virtanen (2000), are transparent to individuals themselves but may not be shared with or revealed to other members of the organization.

 Additionally, according to studies, school climate have a big impact on how well students perform (Freidberg, 1998). Each school's climate is distinctive. According to Verbeke et al. (1998), school climate is a reflection of how students, teachers, and the school head view and define the features of their institution. When everyone at the school has the same opinions about how the environment at school impacts them all, a positive school climate is produced. School heads can alter the atmosphere at a school more easily than they can alter the policies. School heads will have a better grasp of how to positively influence school climate in the short term to improve school culture in the long term that will increase student achievement.

 Also, it would be difficult for school heads to identify any educational activity that is not influenced by the school climate in any way (Kytle & Bogotech, 2000). If school heads want to successfully raise student achievement and performance, they must comprehend the idea of school climate and how it affects teacher effectiveness and classroom activities (Gruenert, 1998). Due to a lack of consideration for school climate, many school heads who attempted to implement reforms based on the traits of successful schools have failed (Gruenert, 1998). According to Kytle and Bogotech (2000), rather than altering personnel, school structures, or policies, significant and persistent educational reform was more usually achieved by first transforming the school climate. According to Wang et al. (1997), student learning was significantly impacted by school climate more so than by school organizations, local and state educational policies, and student demographics. After curriculum content, instruction, and teachers, the school climate has frequently been cited as the fourth most crucial component of academic performance. It helps students succeed academically and frequently forecasts how much active learning is occurring (Doll, 2010).

 The effectiveness of creating and putting into practice educational reform to raise student achievement in a school can be attributed in large part to the school heads, according to a number of literature (Lindahl, 2011). Before starting to successfully implement educational reforms and improvements, school heads must first grasp the school climate of their institution. School heads need to be aware of the significance of school climate and how it affects academic achievement before low-performing schools can be turned into high-performing ones (Hoog, Johansson, & Olofsson, 2005). According to a number of educational theories, school heads' influence on students' learning is mediated through creating a pleasant school climate and that their activities do not directly affect how well students learn (Hoy, Tarter, & Hoy, 2006). According to Marzano, Waters, and McNutly (2005), school heads have limited control on how well students do and that school climate is the main factor that can be changed.

 Moreover, the leadership style of the school head should treat the staff with respect and build trust in order to foster a school climate where opinions and ideas are valued. Teachers think that the school head needs to be patient, understanding, and tolerant in order to maintain trust. The idea is that the head of the institution should work to advance the school's achievement while fostering a sense of community among all students (Balyer, 2012). A more effective school administration can foster a school climate where objectives can be achieved. Making a vision a reality is a skill that effective leaders have mastered. The leader needs to possess specific relationship-building talents in order to accomplish this achievement.

 Additionally, Berkowitz et al. (2016) asserted that a bad school climate significantly contributes to the growth of the achievement gap. According to this idea, if schools provide a good school climate, student success across all subgroups may increase. According to Bempechat and Shernoff (2012), students who live in underprivileged locations are more likely to have student disengagement and low success. Many young people from low-income families attend schools that don't meet their needs in terms of education and socialization.

 In the contrary, no matter their socioeconomic status, academic achievement levels among kids are strongly influenced by the school climate, according to researchers of effective schools (Lezotte, 2011). According to earlier research, pupils did not do as well in schools with perceived negative climates as they did in schools with favorable climates (Berkowitz et al., 2015). A positive school climate can affect all students' achievement levels, regardless of their socioeconomic background, according to Berkowitz et al. (2016) who claimed that schools with positive school climates could mitigate any risk factors associated with students from low-income backgrounds. According to Thapa et al. (2013), students' conduct and academic performance are influenced by the school climate.

 Today, school climate is seen as a source of educational advancement. While academic accomplishment has been the subject of research in the past, social and emotional learning are increasingly seen as crucial indicators of how effective a school is. The climate of a child's school has a big impact on how their life develops. According to research, a supportive school climate can improve student academic performance (Thapa et al., 2013) and lower the high school dropout rate (Rumberger, 2011).

 Although teachers, pupils, and parents all play a role in the type of school climate that is created, the behavior of school heads is seen as the most important factor. His actions could either undermine or strengthen a positive school climate. This is true since school heads are responsible for leading, managing, and developing teachers. However, children also rely on the principle to provide a high-quality education, including a wide range of extracurricular activities and a comfortable learning environment. Parents also perceive the manager as someone who upholds the school's moral norms and strong academic standards to ensure that their children receive the finest education possible (George, 2003).

*Effective teaching*

 One of the most important components of any school are the teachers, and effective teaching is one of the main forces behind educational advancement. Due to its perceived associations with ideas of professional competency and high stakes accountability in some institutions, the term "effectiveness" is disputed and has the potential to cause adverse reactions. It might make teachers rethink their perceptions of their own professional autonomy (Day, 2004). Sometime, narrower definitions of effective teaching are questioned using ideas of what makes high quality or good teaching, the notion that teaching is an art or a skill rather than a science. However, opinions regarding what constitutes "good" or "high" quality practice in education might range significantly for various student age groups, at various periods, and in various contexts.

 Additionally, criteria for effectiveness are needed for effective teaching. These standards speak to the goals of teaching in particular and of education in general. Visions for the standards are the outcome of cultural and political discussion, but educators, instructors, and schools can also participate. Language, reading, and mathematics continue to be the three main subjects studied, despite changes in educational goals over time (Creemers, 1999). According to Campbell et al. (2004), a teacher is effective if they are able to complete the planned tasks and goals in line with the objectives of the school.

 Furthermore, according to Little, Goe, and Bell (2009), effective teaching is the capacity to increase student achievement scores while taking into consideration a baseline indicator of prior student achievement as well as other admissions-related factors. The teacher effect is then determined in relation to students' progress as measured by later achievement. These metrics are frequently computed in terms of growth over the course of a school year. Ko (2010), on the other hand, defines effective teaching as the efficiency of discernible behaviors noticed during a normal lesson's classroom observation.

 Teachers have always needed a broad variety of subject knowledge and a huge repertory of professional abilities, even though it can be difficult to define exactly what different people would understand by the phrase "effective." In order to effectively teach young children to read and write, comprehend the world around them, grasp and be able to apply fundamental mathematical and scientific principles, use their developing intelligence and imagination, and live and work in harmony with others, an effective teacher must possess knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligent and appropriate questions, and model behavior that will foster learning (Dunne & Wragg, 1994).

 Meanwhile, according to Hawthorne (2022), effective teaching is the knowledge, tactics, procedures, and behaviors that produce positive student outcomes. Effective teachers use their knowledge to enhance learning and have a good effect on their students. These positive results are frequently ones that are simple to measure, usually through summative evaluation. It's crucial to keep in mind, though, that not all components of good teaching are immediately apparent or quantifiable. Effective teachers foster positive working connections with their pupils in a climate of safety and respect. Effective teaching is a continuous, reflective practice that must be improved and altered to meet the requirements of students. It is much more than the data collected at the end of the school year.

 Additionally, effective teachers foster effective students who take an active role in their own education and growth. They can control a classroom to get rid of or lessen challenging behaviors, teach new material in an interesting and understandable method, and pique students' interest in the subject to encourage higher-order thinking. In addition to having a passion for their subject, effective teachers also employ their experience and pedagogical expertise to produce high-quality learning. One of the major forces behind school improvement is recognized as effective teaching on a continuous basis. A school is only ever as good as its teachers, according to a proverb (Hawthorne, 2022). Students who get effective teaching are able to accomplish their academic and personal goals. Student achievement can be significantly impacted by effective teaching as well. Greater quality targeted assessment and more individualized learning opportunities are produced by improved relationships with students. Since both teachers and students are aware of ways to enhance learning outcomes, being able to accurately capture a snapshot of student comprehension aids in accelerating development.

 Furthermore, according to Brooks (1999), children are more likely to succeed in a school setting where there is effective teaching, where they feel at ease, where they believe the teachers are treating them fairly, and when they believe they are a part of the school community. Establishing a level of hospitality for each and every student is crucial for fostering a sense of belonging and preventing any feelings of seclusion and separation.

 Schools should be turned into learning institutions where effective teaching takes place and where instructors' and students' potential is fostered. Schools are institutions dedicated to providing effective teaching since that is what they are there for. As a result, instructors must continuously grow both their professional potential and their knowledge in order to satisfy the educational objectives of the school. This is similar to how pupils regularly enhance their knowledge. According to Harris (2002), teacher development is essential for student success and school improvement in order to achieve effective teaching.

 Moreover, by fostering a welcoming and supportive learning environment for students, teachers, and staff, effective teaching can have a big impact on the school climate. Strong and encouraging relationships are forged between teachers and students. They foster a safe and caring environment in the classroom by demonstrating concern, respect, and understanding. Because of the trust and open communication that these strong teacher-student connections establish, students feel supported and appreciated, which improves the school climate. The school should frequently develop into a secure and encouraging environment that plays the role of a facilitator in the learning process, fosters positive relationships, and aids students in becoming better equipped to meet the challenges that lie ahead. The student's classroom environment may benefit them or it may quickly become a barrier to their ability to study. Otherwise, it might prevent or help every kid achieve their academic potential (Brooks, 1999).

 Additionally, the leadership of the school head is essential in developing a setting that encourages and supports effective teaching. A successful school head provides a distinct vision and sets attainable objectives for the institution. Teachers can better focus their teaching efforts and give students a more purposeful education when they are aware of the school's vision and goals. A proactive school leader also places a high priority on teachers' continued professional development. Giving teachers chances for development and learning makes it easier for them to stay current with new approaches to teaching and research from academia. The outcomes of the students are favourably impacted by this ongoing growth in the classroom. Therefore, it goes without saying that the school administration must be held responsible for promoting and enhancing contemporary knowledge management and classroom instruction that are likely to optimize educational attainment and improve teacher job performance (Parveen et al., 2022).

*Positive and nurturing environment*

 For every student, an environment that is positive and nurturing is essential. An effective program for all kids, including those recognized as having a major emotional disability, begins with structuring the educational environment to create a climate that is positive and nurturing to learners. Students must experience psychological and physical safety. In order for students to believe that the classroom is a place worth being in and that they are worth the effort, the educational environment must be appealing, cozy, and well-maintained. The classroom should be set up such that the teacher can keep an eye on every pupil at once. Violence of any kind, intimidation, or verbal or physical abuse of any kind must not be tolerated. Positive teacher-student relationships, a supportive atmosphere, clear and consistent expectations for behavior, rituals and routines, the right amount of structure for particular situations/needs, and proactive problem-solving are all elements that contribute to the development of a positive and nurturing environment (Hanson et al., 2004).

 When the group or individual in a classroom needs emotional support, the teacher creates a positive and nurturing environment for both group and individual settings. Building a trustworthy and welcoming relationship between teacher and pupil is the aim of nurturing. A nurturing teacher makes an effort to be approachable, sympathetic, and encouraging. To be truly nurturing, the pupil must be "valued" as an individual. One of the most organic ways to communicate approval, warmth, and acceptance is through praise, both verbal and tactile. The teacher's upbeat demeanor and encouraging demeanor send the learner favorable messages. It's crucial to keep an eye out for possibilities to be sincere optimists on a regular basis (Bryk, 2010).

 Furthermore, in a positive and nurturing environment, the teacher should also take the time to engage students on a personal level in a thoughtful way. The instructor can connect with a student more deeply through listening, sharing, and reflecting. Although some limits are always specified, there is more tolerance because the teacher encourages student expression and doesn't pass judgment or offer criticism. This method gives students the chance to express their emotions without fear of moral judgments being imposed on them. A teacher can help a student uncover underlying difficulties by naming feelings and behavior when the learner is able to verbalize perceptions and feelings (Bryk, 2010).

 Moreover, positive and nurturing environment must be regarded seriously in the establishment of an encouraging atmosphere in the school, according to Henson (2012). Additionally, the interaction between the kids and the 10 professors improves, which fosters teamwork. According to research, pupils that have a high level of teacher confidence perform better academically (Gregory, 2012). Programs and procedures at the school must permit or support an environment that fosters learning without disruption. Furthermore, regardless of their backgrounds, kids can succeed in achieving their goals provided the school is safe (Cohen, Thapa & Ice, 2013).

 In general, if the learning environment is positive and nurturing, the pupils will perform well. Schools either give pupils enough help so they succeed or not enough help so they fail. In a setting that promotes learning and close interactions between students and teachers, pupils perform better. The study's results inspire the researcher to come up with fresh ideas for improving student performance (McCuin, 2012). Cohen (2012) asserts that teachers have the ability to question pupils if they are not performing well or fulfilling the standards and that they must make sure to provide a supportive and encouraging learning atmosphere that acts as a second home for students. As a result, teachers have the opportunity to intervene to help kids. Therefore, it is crucial to consider how a school setting affects the promotion of a conducive learning environment.

 Additionally, the pleasant and supportive relationships between parents, instructors, and students foster a positive and nurturing environment where teaching and learning are valued as vital priorities. As a result, this definition truly aims to show how a supportive and encouraging learning atmosphere makes pupils feel appreciated and welcomed. This is consistent with McFarland's (2012) emphasis that a supportive and encouraging learning environment "is when the students feel that they are supported and valued in whatever they are doing and learning is easily mastered." Also, all students, regardless of their difficulties or extraordinary personal problems, can succeed in their academics provided they receive adequate encouragement and support. This drives home the idea that encouraging learning environments can encourage student learning. Teachers' role as facilitators of a good learning environment: Teachers should arm themselves with resources or strategies for fostering a good learning environment. The duty of fostering a supportive learning environment for kids must fall on all educators.

 Moreover, a school head's leadership plays a central role in shaping a positive and nurturing environment within the school. Their mission, core principles, open communication, staff empowerment, and attention to the wellbeing of both students and staff all go toward fostering a positive environment where everyone may flourish and realize their full potential. Through their own acts and behavior, school administrators set the tone for the entire school community. By setting a good example for respect, professionalism, and positive ideals, they inspire others to do the same. A culture of honesty and respect is established when the leader of the school lives out the values they want to see in the institution. Hence, positive and nurturing environments are influenced by a variety of factors, including the interaction between students, teachers, and a wide range of resources, including tools and technologies (McLaughlin & Talbert, 2006).

*Safety and discipline*

 Regarded as a component of school climate, safety and discipline refers to the guidelines set to ensure both the physical and social safety of the school and the welfare of its students (Cohen et al., 2009). Children's social and emotional health significantly affects their academic success, according to Durlak et al. (2011). Teachers must address children' social and emotional needs as well as their safety.

 Additionally, an extensive and growing amount of research has examined the necessity to address students' social and emotional needs (Gibson & Barr, 2017). The safety of pupils is the top priority at schools with a favorable school climate, according to researchers. Additionally, it was highlighted that effective schools have structures and procedures in place to make sure there are no barriers preventing kids from learning (Lezotte, 2011). Sadly, a lot of students don't go to schools where they feel safe. According to Cohen et al. (2009), these issues frequently arise because there aren't enough processes and structures in place to foster a supportive school climate.

 Moreover, students who feel comfortable at school have a pleasant school climate. Unfortunately, a lot of youngsters lack a sense of security at school. According to studies on school climate, for children to succeed and advance academically, they must feel emotionally, socially, and physically safe (Cohen et al., 2009). According to the National Center for Educational Statistics (2011), at least one out of every three students reported having been the target of bullying at school. In 2015, 15% of third-grade kids reported being mocked or made fun of by their peers, while 14% indicated that other students had physically abused them. These findings imply that many American schools are concerned about student safety.

 Furthermore, Lacey (2013) examined 7,304 student reports from 286 American schools. According to this study, student victimization has an effect on students' academic performance. Students who went to schools where bullying was a common occurrence fared worse academically than those who went to schools with less harassment. So, as a result of their mental discomfort, their grades suffered. According to the Safe and Supportive model of school climate, for students to flourish to their full potential, they must feel safe at school.

 Similarly, the study by Reuland (2014) lends support to the idea that victimization of students is linked to subpar academic performance. The results indicate that school districts and school heads should successfully implement procedures inside of the classrooms to guarantee children' safety at all times. Together, these findings show how important it is for schools to make sure that all of their children are learning in a school climate that is both safe and well-organized.

 In addition, according to the EPA (2010), a safe environment and school building increases student achievement, lowers health issues, lowers absenteeism, and lowers running expenses. Mold, asbestos, radon, hazardous chemicals, and pesticide spills are a few environmental factors that can endanger the health of both kids and staff. Indoor and outdoor air pollution is another risk factor. According to the Environmental Protection Agency (EPA), up to half of all schools in the country have indoor air quality issues that could harm the health of the 27.5 million pupils and staff members who spend their days in these unhygienic facilities (EPA, 2012). In order to supplement the schools' limited resources and address the student health issues impeding academic success, research by the education community shows the necessity of partnering with families, community health, and social service organizations (Bryk, 2010). The need to ensure students' access to health services has been acknowledged by numerous researchers and professional education associations such as ASCD, Communities in Schools, and the Coalition for Community Sschools (EPA, 2012).

 Moreover, the leadership of the school head significantly affects the school environment's level of safety and discipline. The safety precautions put in place and the efficacy of disciplinary actions are strongly influenced by their judgments, policies, and method of administering the school community. The leadership of the school principal is essential to the implementation of disciplinary measures. They must make sure that the school's code of conduct is effectively communicated to all parties involved and that, where appropriate, disciplinary measures are regularly implemented. The school community benefits from a feeling of fairness and order that is fostered by a fair and consistent approach to discipline. Schools with inadequate maintenance and poor design demotivate students and teachers and have a detrimental effect on student achievement. Several elements have an impact on students' learning and physical surroundings, either directly or indirectly, according to Filardo (2008). Cultural, temporal, and social factors are present in both the physical and virtual learning environments, and they affect how well children learn in schools (McGregor, 2004).

 Furthermore, effective leadership also entails giving teachers and staff the training and professional development opportunities they need to manage discipline. Teachers who have received training in conflict resolution, restorative justice procedures, and classroom management methods are better prepared to deal with behavioral problems in a proactive and positive manner. The head of the school is crucial in addressing safety issues as soon as they arise. A responsive and proactive attitude to safety issues aids in maintaining a secure atmosphere for everyone, whether it is dealing with bullying events, unsafe conditions on the school grounds, or other possible hazards (Blum, 2005).

*Theoretical/Conceptual Framework*

This study will be anchored on Change Theory by Lewin (1951). In Lewin's model, the three stages of change are Unfreezing, Movement, and Refreezing. People are frequently resistant to change, therefore unfreezing helps demonstrate the need for change. The unfreezing process highlights the need for change by looking at actions, rules, and practices that impede organizational advancement. As employees are informed of the need for change throughout the Unfreezing stage, communication is crucial. Implementing a new, desired habit or technique is referred to as movement. Throughout this phase of the change process, there must be constant reminders of the need for change. The new concepts are implemented in the organization during the Movement stage. In this phase, modeling and consistency are crucial. Refreezing comes as the last phase. The new modifications made in the Movement stage now become the standard method of operation. Despite the fact that change is a constant undertaking, it is crucial to refreeze new concepts because if new behaviors or procedures are not refreezed as the new normal, staff members frequently revert to the prior unwanted behavior.

Therefore, if school heads desire to work toward a positive school climate, then the steps involved in the change process, which are unfreezing, movement, and refreezing, should be implemented within the school. This dissertation will make use of Lewin's three-step transition model from 1951. Lewin's three-step change theory was chosen as the foundation for this dissertation because of its clarity, directness, and long history of application.

Figure 1 displays the conceptual framework showing the variables of the study. It shows that substantial leadership of school heads is the independent variable of the study which is measured in terms of leader’s perspective, motivational value state, and needs value state. On the other hand, the dependent variable of the study is school climate which is measured in terms of effective teaching, positive and nurturing environment, and safety and discipline. Further, this study sought to determine the influence of substantial leadership of school heads to the school climate in the Post-Pandemic era. In general, this project is crucial because the Post-Pandemic era has had a shift in the school climate, particularly in light of the difficulties posed by the pandemic's altered circumstances.

**INDEPENDENT VARIABLE DEPENDENT VARIABLE**

**SUBSTANTIAL LEADERSHIP**

* Leader’s perspective
* Motivational value state
* Needs value state

*Source: Hall, H., & Shafi, M. (2008).*

**SCHOOL CLIMATE**

* Effective teaching
* Positive and nurturing environment
* Safety and discipline

*Source: Stuckey, T. T. (2019).*

**Figure 1.** Conceptual Framework

*Statement of the Problem*

 The study aimed to determine the extent of substantial leadership of school heads and extent of school climate in the Post-Pandemic era. Specifically, it sought to answer to the following questions:

1. What is the extent of substantial leadership of school heads in the Post-Pandemic era in terms of:

 1.1 Leader’s perspective,

 1.2 Motivational value state, and

 1.3 Needs value state

 2. What is the extent of school climate in the Post-Pandemic era in terms of:

2.1 Effective teaching,

 2.2 Positive and nurturing environment, and

 2.3 Safety and discipine

 3. Which domains of substantial leadership significantly influence school climate in the Post-Pandemic era?

 4. What predictive model can be generated from the regression analysis?

*Hypotheses*

The hypotheses were tested at alpha 0.05 in the level of significance:

Ho1. None of the domains of substantial leadership of school heads significantly influence school climate in the Post-Pandemic era.

Ho2. There is no predictive model that can be generated from the regression analysis

Research findings of the study were provided a worthwhile contribution to the following beneficiaries of the study:

*The Department of Education.* The information gathered will serve as the foundation for a discussion of how substantial leadership of school heads affects school climate as institutions adjust to the new regular environment. This study has broad implications for the Department of Education and is essential to ensure the success and welfare of students, teachers, and the entire educational system. Furthermore, this research on substantial leadership and school climate is crucial for the Department of Education to ensure that schools provide a nurturing and effective learning environment for all students, improve educational outcomes, and promote the well-being of teachers, staff, and the entire school community.

*Teachers*. Results of this study will provide suggestions to teachers to identify effective aspects of substantial leadership and their impact on school climate. Understanding these findings can guide teachers in their professional development, helping them to refine their teaching strategies and collaboration with school leaders to enhance the overall learning environment. Further, this study on leadership and school climate can shed light on effective communication and collaboration practices within educational institutions. Teachers can use this knowledge to improve their interactions with colleagues, school administrators, and other staff members, fostering a more cohesive and productive school community.

*Learners.* The learners would be the ultimate beneficiaries of this research endeavor. Effective leadership and a positive school climate have a direct impact on students' academic performance. This study will identify leadership practices and school climate factors that contribute to improved learning outcomes, helping students achieve their full academic potential.

*Future Researchers.*  The future researchers may explore other avenues on the different leadership styles and aspects of school climate that was not covered in this study.

To fully understand the terms being used in this study, the following were defined operationally.

 *Substantial leadership.* It is a strategy that guides organizations into the future and changes them into their ideal forms. Additionally, it is a process that involves everyone in the organization, and school leaders are role models who can inspire staff members to perform at a high level, which is what is meant by an exceptional organization in terms of productivity, performance, and profitability (Busemeyer, Wang, & Townsend, 2016).

 *School climate.* School climate refers to the overall atmosphere and environment within a school. It encompasses the social, emotional, physical, and academic aspects of the school community and how they interact to create a sense of belonging, safety, and engagement for all members, including students, teachers, administrators, staff, and parents.

**CHAPTER 2**

**Method**

 This section presents components of the method used in the study. These are research design, research respondents, research instruments, data gathering procedure, ethical considerations, and data analysis.

*Research Design*

 This study utilized a quantitative correlation design. Quantitative design is the process of collecting and analyzing numerical data. It was used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2020). Additionally, quantitative research focused on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Muijs, 2010).

 In addition, descriptive design was used to gather information about the present status or trend and dealing with what was prevailing. Also, it described and interpreted the variables under investigation (Calderon & Gonzales, 2013). In this context, it described the extent of substantial leadership of school heads and school climate.

Moreover, Creswell (2012) indicated that correlational designs provided an opportunity to predict scores and explain the relationship among variables. Similarly, Gay, Geoffrey, and Airasian (2012) stated that correlational design involved collecting data to determine whether, and to what degree, a relationship exists. In the context of the study, this determined the significant relationship between substantial leadership of school heads and school climate in the Post-Pandemic era. Additionally, this design determined the influence of substantial leadership of school heads on school climate in the Post-Pandemic era

*Research Respondents*

Public School Teachers teaching in Cabadiangan Integrated School at Cabadiangan, Sto. Nino, Talaingod District, Division of Davao Del Norte were the respondents of the study. A total of 106 respondents were utilized in this study Furthermore, this study observed an inclusion and exclusion criteria in the selection of the respondents. The inclusion criteria covered teachers who were teaching in Cabadiangan Integrated School at Cabadiangan, Sto. Nino, Talaingod District, Division of Davao Del Norte. Additionally, a teacher must be a regular or holds a permanent teaching position regardless of any designation or rank. He/she must be serving the school for more than a year. On the other hand, the exclusion criteria were the teachers who were not permanent teachers in Cabadiangan Integrated School and have not reach the 1-year teaching experience.

*Research Instrument*

Substantial Leadership of School Heads was the study's independent variable, and it had three indicators in total. For this reason, the sample size calculation used six indicators. The sample size calculated by Tabachnick and Fidell (2010) is n = 50 + 8(m), where m is the number of independent variables and n is the number of samples. 50 and 8 are constants. As a result, 106 individuals participated in the survey as respondents.

In order to gather the quantitative data, two adapted survey questionnaires were used. The tools were subjected to content validity by panel of experts and pilot tested to obtain its reliability. The first part of the instrument was the substantial leadership questionnaire which was adopted from Hall and Shafi (2008). The questionnaire composed of 5-item statements for each indicator of substantial leadership. The adapted questionnaire has a Cronbach alpha value of .832 which means that it has a good reliability.

Indicated below is the numeric and descriptive interpretation of the extent of substantial leadership of school heads.

|  |  |  |
| --- | --- | --- |
| **Range of Means** | **Descriptive Equivalent** | **Interpretation** |
| 4.20 – 5.00 | Very High | Substantial leadership of school heads in the Post-Pandemic era was always evident. |
| 3.40 – 4.19 | High | Substantial leadership of school heads in the Post-Pandemic era was oftentimes evident. |
| 2.60 – 3.39 | Moderate | Substantial leadership of school heads in the Post-Pandemic era was sometimes evident. |
| 1.80 – 2.59 | Low | Substantial leadership of school heads in the Post-Pandemic era was seldom evident. |
| 1.00 – 1.79 | Very Low | Substantial leadership of school heads in the Post-Pandemic era was never evident. |

The second adopted questionnaire developed by Stuckey (2019) was used to measure the extent of school climate in the Post-Pandemic era. The adapted questionnaire has a Cronbach alpha value of .977 which means that it has a good reliability.

Indicated below is the numeric and descriptive interpretation of the extent of school climate in the Post-Pandemic era.

|  |  |  |
| --- | --- | --- |
| **Range of Means** | **Descriptive Equivalent** | **Interpretation** |
| 4.20 – 5.00 | Very High | School climate in the Post-Pandemic era was always evident. |
| 3.40 – 4.19 | High | School climate in the Post-Pandemic era was oftentimes evident. |
| 2.60 – 3.39 | Moderate | School climate in the Post-Pandemic era was sometimes evident. |
| 1.80 – 2.59 | Low | School climate in the Post-Pandemic era was seldom evident. |
| 1.00 – 1.79 | Very Low | School climate in the Post-Pandemic era was never evident. |

 Additionally, a team of experts validated the content of these questionnaires. These experts come from various institutions. Based on criteria, the experts evaluated the questionnaire. The researcher considered the advice and comments of the experts. The instrument underwent pilot testing prior to its final administration. The substantial leadership questionnaire produced a reliability index of .909, whilst the school climate questionnaire produced .849.

*Data Gathering Procedure*

1. *Asking Permission to Conduct a Study*. The researcher submitted a survey request to the Dean of the Graduate School of Rizal Memorial Colleges and to the Office of Division Superintendent asking permission to conduct a study. After the approval, the approved letter was presented to the principals of the respondent-schools where the teacher-respondents were teaching.
2. *Content Validation and Pilot Testing*. Prior to the administration of the questionnaire, the questionnaires were subjected to content validation by panel of experts. They were given a validation sheet to assess the items which were based on certain criteria. This was conducted via face-to-face setup. The experts had affixed their signature in the form and indicated their responses and comments.

 After the conduct of validation test, pilot testing was administered to selected teachers who were not covered in the study. A total of 30 teachers were subjected to pilot testing. These teachers were not part of the official respondents. The purpose of pilot testing was to assess the reliability of the instrument. The pilot testing was conducted face-to-face. Each questionnaire registered good and excellent reliability.

1. *Administration and Distribution of the Questionnaire*. Survey questionnaires were administered and distributed through online google forms and via face-to-face set up to the respondents of the study. Enough time was given to them to answer the survey form. Another way of accomplishing the survey was to personally hand the questionnaire or place it in a drop box where the identified respondents picked the form and return it after they answer to the same drop box.
2. *Retrieval of the Questionnaire.* Questionnaires were retrieved after teachers completely answered the items. These responses were collected through online or personally handed or place it in a drop box.
3. *Analysis and Interpretation.* Results were analyzed and interpreted using statistical treatments. The statistical tools used were Mean and Linear regression analysis.

*Ethical Considerations*

 The researcher observed the ethical principles set forth by RMC’s Research Ethics. These principles were social value, informed consent, risk, benefits and safety, privacy and confidentiality of information, justice, transparency, qualification of researcher, adequacy of facilities, and community involvement.

 *Social Value*. The goal of this study was to determine the influence of mental health predictors towards pedagogical attainment of teachers. Certainly, this study would be beneficial to several stakeholders. To the School Administrators, this provided relevant data to teachers who were teaching in the post pandemic. Opportunities were given to teachers to enhance their teaching competencies. The school administrators may send their teachers to professional engagement activities to acquire valuable skills. To the teachers, this enabled them to reflect to the competencies that need improvement. They showed desire to improve themselves by enrolling in graduate courses or programs. To the students, this elicited an enhanced academic outcome since teachers were fully equipped with relevant competencies. Also, students may acquire the expected competencies in the respective subject areas since their teachers proficient enough.

 *Informed consent process*. The study questions were clear of technical words, making them easier to interpret for the respondents. It offered them a clear picture of their advantages due to undertaking the study. The notion of respect for the individual who seeks consent how and when it was applied to this study's informed consent approach. The researcher asked permission from the respondents through written consent. Approved letter from the Schools Division Superintendent was attached. The respondents were informed on their duties and responsibilities while participating in the study. However, they could withdraw anytime if they feel inconvenience.

 *Risks*, *Benefits, and Safety*. The study was involve high risks of situations that the respondents may experience in physical, psychological, or socio-economic concerns. The researcher believed that this research entails little risk, with the probability and extent of any damages resulting from involvement in the study was no more than those they could experience in their daily lives. However, the researcher has a high risk of getting harmed physically due to traveling to different locations as the research locale of the study. To lessen the probability of occurrence, the research was evaluate the risk and decides on the precautions on health and safety. Meanwhile, the result of the study benefited the Junior High School teachers for them to strengthen their teaching competencies.

*Privacy and Confidentiality of Information*. The researcher ensured that the respondents' personal information, which was essential for the study, was kept private and secured at all times, the data acquired for this study was kept safe. Further, the researcher adhered to the principles of transparency, legitimate purpose, proportionality in the collection, retention, and processing of personal information (Data Privacy Act of 2012). This move protected the identities of the respondents and ensures that the data cannot be traced back to the respondents. The manner of storage of data was done in electronic saving. The data was kept to the researcher's email so that it could be retrieved anytime when needed for the benefit of the research respondents.

*Justice*. In this study, the researcher treated all respondents equal. The researcher provided tokens to compensate the time spent by the respondents. Additionally, this study ensured that the rights of the respondents are respected and honored.

*Transparency*. In carrying out this study, the researcher oriented the respondents on their roles and responsibilities. Also, the respondents were oriented on the methods utilized in this study. All the necessary documents that supported the data analysis and gave the readers access to read to gain a better understanding of the study's results and findings were included. In the presentation of findings, the researcher was objective in presenting the real results. The results was disseminated in a bigger forum either in conference, forum or in a LAC session.

*Qualification of Researcher*. Since the researcher was able to complete the academic units, thus, he was qualified to pursue this study. Another evidence was he passed the comprehensive examination. Meanwhile, advance statistical tools made the researcher not comfortable since this requires the knowledge of statistician thus; he asked the assistance of his adviser and panel members. Additionally, he also asked the expertise of his peers for coaching and mentoring purposes only.

*Adequacy of Facilities*. In this study, the researcher was able to access the needed facilities and resources since it was available in the area like internet sources and library. In case the researcher found difficulty in the analysis of data, he can tap a group of experts that would provide valuable feedbacks and suggestions not only in conducting the study but also in communicating the results.

*Community Involvement*. The success of this study would not only benefit the researcher but it also contributed big to the community members. The findings of the study were shared to the people in the community on the significance of teachers’ mental health and pedagogical attainment. In this regard, they were more aware that it can contribute to the overall cognitive development of their students or children. Further, the dissemination of findings l required permission from authorities so that bigger audience can acquire relevant information on the findings and recommendations of this study\

*Data Analysis*

The following statistical tools were used to answer the research questions:

*Mean* This was used to assess the extent of substantial leadership of school heads and school climate in the Post-Pandemic era.

*Linear Regression Analysis*. This was used to determine the influence of substantial leadership of school heads on school climate in the Post-Pandemic era.

**CHAPTER 3**

**Results and Discussions**

 This chapter highlight the results and discussion of the study. The presentation starts from the descriptive analysis of substantial leadership of school heads and school climate in the Post-Pandemic erafollowed by the discussion on the influence of the substantial leadership of school heads domains on the school climate in the post pandemic era.The presentation ends with the predictive model that can be generated from the regression analysis.

*Extent of substantial leadership of school heads in the*

*Post-Pandemic era**in terms Leadership perspective*

 *Leadership perspective.* Leadership perspective is defined as the ability to make decisions for oneself or for a group; to positively influence the actions of others. The substantial leader perspective emphasizes free- flowing interaction and co-determination; members influence the internal dynamic as much as the internal dynamic influences that increases leader’s commitment. All organizations consist of a world of connections, interactions, relationships, and forces that are not fixed entities. The attractive leader perspective makes it very evident that the only real change originates internally and first takes place among various people.

 Table 1 presented the data on the extent of substantial leadership of school heads in the Post-Pandemic era in terms of leader’s perspective. The mean scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity*: The school head sees that uncertainty in the school environment is understood in the context of development* (4.25) which was described as Very High.

**Table 1.** Extent of substantial leadership of school heads in the Post-Pandemic erain terms of leader’s perspective

|  |  |  |  |
| --- | --- | --- | --- |
| No | Statements | Mean | Descriptive Equivalent |
|  | **Leadership Perspective** |  |  |
| 1 | The school head views the school as organized, shape by stakeholders’ involvement to continue to thrive after the pandemic. | 4.24 | Very High |
| 2 | The school head thinks that the school is holistic in its operation in understanding its value to the society. | 4.23 | Very High |
| 3 | The school head considers that the solution to the problems is found through exploration of ideas with stakeholders involvement | 4.16 | High |
| 4 | The school heads thinks that the solution to a problem is achieved through re-contextualizing the environment by tapping stakeholders’ participation. | 4.22 | Very High |
| 5 | The school head sees that uncertainty in the school environment is understood in the context of development. | 4.25 | Very High |
| **Overall Mean** | **4.22** | **Very High** |

*The school head views the school as organized, shape by stakeholders’ involvement to continue to thrive after the pandemic* (4.24) which was described as Very High. *The school head thinks that the school is holistic in its operation in understanding its value to the society* (4.23) which was described as Very High. *The school heads thinks that the solution to a problem is achieved through re-contextualizing the environment by tapping stakeholders’ participation* (4.22) which was described as Very High. The school head considers that the solution to the problems is found through exploration of ideas with stakeholders involvement (4.16) which was described as High. The overall mean score of the extent of substantial leadership of school heads in the Post-Pandemic era in terms of leader’s perspective garnered a total of (4.22) which was described as Very High which also means that the extent of substantial leadership of school heads in the Post-Pandemic erain terms of leader’s perspective was always evident.

The result implies the common perception on consistent observations that the leadership perspective is one factor that contributes to the substantial leadership of school heads. It has long been known that the leadership perspective is a major contributor towards the substantial leadership of school heads as well as a strong predictor of becoming a good leader. However, as indicated that the revolution in heuristic problem-solving forces leaders’ perspective to consider their role in a world in which his intellectual power and speed are outstripped by the intelligence of machines.

Moreover, the result is congruent to the study of Agrawal and Sharda (2013) indicated that the revolution in heuristic problem-solving forces leaders’ perspective to consider their role in a world in which his intellectual power and speed are outstripped by the intelligence of machines. Fortunately, the new revolution of substantial leadership would at the same time give a leader deeper understanding and develop his perspective of the structure and working of his own mind in dealing with the ill- structured problems of management he has not had the mathematical tools and have needed to match substantial mechanics. substantial leader’s perspectives focused on innovation, involves interaction, commitment of leaders and supporting staff members for self-direction, rather than giving direction (Haris, Afdaliah, Budiman, & Haris, 2016).

Additionally, in order to adapt their organizations to the needs of the twenty-first century, school heads must develop into substantial leaders and alter their leadership perspective. To be a change leader, one must adopt new practices, look for new markets, outperform rivals, increase commitment, and have the ability to view the larger picture (Wheatley, 2015). Managers should also be aware of a number of change leadership best practices, such as the requirement to understand that change is a continual process requiring dedication. Leaders today must view their roles differently in the digital age and express them in ways that best suit the needs of the organization (Powell, 2017).

*Extent of substantial leadership of school heads in the*

*Post-Pandemic era**in terms motivational value state*

*Motivational Value state.* It is the ability to seize opportunities and make significant, nonlinear substantial improvements, in order to realize the fullness of an individual and industry's possibilities requires substantial organizations. in substantial organizations motivational value state, leaders are obviously grounded in verbal and behavioral interactions, hence the primacy of communication, cooperation, and networks, and this leads to a critical corollary creation by individuals in interaction that determines the directions that organizational activities take and is therefore the primordial source of substantial leadership.

 Table 2 presented the data on the extent of substantial leadership of school heads in the Post-Pandemic era in terms of motivational value state. The mean scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity*: The school head values the importance of continual personal growth* (4.35) which was described as Very High*.*

**Table 2.** Extent of substantial leadership of school heads in the Post-Pandemic era in terms of motivational Value state

|  |  |  |  |
| --- | --- | --- | --- |
| No | Statements | Mean | Descriptive Equivalent |
|  | **Motivational Value State** |  |  |
| 1 | The school head values the importance of continual personal growth.  | 4.35 | Very High |
| 2 | The school head feels a sense of responsibility towards organizational issues. | 4.24 | Very High |
| 3 | The school head values one’s role as a call to a higher service beyond organizational outcomes. | 4.19 | High |
| 4 | The school head practices empathy and compassion in understanding the organization.  | 4.22 | Very High |
| 5 | The school head felt the value of motivation for personal knowledge and achievement. | 4.06 | High |
| **Overall Mean** | **4.21** | **Very High** |

*The school head feels a sense of responsibility towards organizational issues* (4.24) which was described as Very High. *The school head practices empathy and compassion in understanding the organization* (4.22) which was described as Very High. *The school head values one’s role as a call to a higher service beyond organizational outcomes* (4.19) which was described as High. *The school head felt the value of motivation for personal knowledge and achievement* (4.06) which was described as Very High. The overall mean score of the extent of substantial leadership of school heads in the Post-Pandemic erain terms of motivational value state garnered a total of (4.21) which was described as Very High which also means that the extent of substantial leadership of school heads in the Post-Pandemic erain terms of motivational value state was always evident.

The result is congruent to the study of Cameron & Green (2015) substantial organizations motivational value state, leaders are obviously grounded in verbal and behavioral interactions, hence the primacy of communication, cooperation, and networks, and this leads to a critical corollary creation by individuals in interaction that determines the directions that organizational activities take and is therefore the primordial source of substantial leadership

Further, Motivational value state in substantial organizations is living entities, networks of relationships and communications in which people do not act in rational ways. They need looser control to allow more uncertainty and chaos, involvement, and disagreement among key players and good communication and shared understanding. Maslow’s hierarchy of needs shows how both lower and higher levels of needs must be recognized and supported (Giles, 2018).

On the other hand, school leaders on this state must be motivated to change the way that people think and believe across the organization, change culture, competencies, values, and behavior that influence commitment. In this, reflection is important. Successful transformational change relies on a mixture of top-down and bottom-up, between compliance and commitment, between chaos and heroic hands-on leadership, and between individuals and teams (Karp, 2015). There is no simple prescription on how to lead change (Laszlo, 2016).

According to Latt (2008), in the educational system, motivational techniques ensure quality control. A barrier to attaining quality assurance in the educational system was created by motivational techniques such staff training and development, promotion, compensation, remuneration, working conditions, status, and participatory decision-making. When it comes to the success and accomplishments of a business, motivation and performance are crucial components. If there are changes in the external environment, an organization must adapt such changes in order to remain competitive.

 Additionally, as the manager of a secondary school, the school head is seen as a leader for the faculty and students. The ability of the top administration to inspire their teachers determines a school's success (Fiumara, 2016). Human behavior, according to Srivastava and Bhatia (2013), is driven by motivation that pushes people to accomplish specific goals. According to Fiumara (2016), motivation is what leads someone to act in a certain way and focus their efforts towards sustainability.

 In Sub-Saharan Africa, Apolline (2015) in Cameroon on the motivational strategies used by school heads in the management of schools in the case of some chosen secondary schools in the Fako Division of the Southwest Region of Cameroon discovered that the motivational strategies employed by the school heads should impact the attainment of the school goals either positively or negatively depending on the administrative and managerial styles of the school head. In relation to this, to maintain a good level of work performance in Cameroon, the school head needs to be aware of the incentives to give to his staff in this regard (Falola et al., 2014). This suggests that the school head must improve the motivational components in their institutions. According to Lourmpas & Dakopoulou (2013), a school's head should identify and capitalize on teachers' sources of inspiration. This will make teachers more effective at doing their obligations and perhaps inspire them to view their work as motivating.

*Extent of substantial leadership of school heads in the*

*Post-Pandemic era**in terms needs value state*

 *Needs value state.* Need Value State is defined as the quality of a substantial leader who possesses values that are fundamentally necessary for the leader to succeed and be motivated in accomplishing targets and goals. A substantial leader in this needs-values condition underlined the importance of leaders always remembering how energy affects the organization's substantial field constantly. You must accept your own metamorphosis and put in all the necessary inner work to raise your own energetic frequency going forward. An ethos of cooperation and integration, which is significantly different from the bureaucratic ethos of control, is one in which leadership thrives.

 Table 3 flaunted the data on the extent of substantial leadership of school heads in the Post-Pandemic erain terms of needs value state. The mean scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity*: The school head needs to make decisions that are holistic in achieving long term and short-term goals* (4.22) which was described as Very High. *The school head needs to belong to a group, to be part of something bigger than him/herself* (4.21) which was described as Very High. *The school head thinks to be introspective to understand his/her environment (*4.20) which was described as Very High.

**Table 3.** Extent of substantial leadership of school heads in the Post-Pandemic erain terms of needs value state

|  |  |  |  |
| --- | --- | --- | --- |
| No | Statements | Mean | Descriptive Equivalent |
|  | **Needs Value State** |  |  |
| 1 | The school head values the need for spirituality within the organization.  | 4.19 | High |
| 2 | The school head needs to belong to a group, to be part of something bigger than him/herself. | 4.21 | Very High |
| 3 | The school head thinks to be introspective to understand his/her environment. | 4.20 | Very High |
| 4 | The school head is holistic in his/her need to generate future visions and scenarios for better school performance. | 4.18 | High |
| 5 | The school head needs to make decisions that are holistic in achieving long term and short-term goals. | 4.22 | Very High |
| **Overall Mean** | **4.20** | **Very High** |

*The school head values the need for spirituality within the organization* (4.19) which was described as High. *The school head is holistic in his/her need to generate future visions and scenarios for better school performance* (4.18) which was described as High. The overall mean rating on this domain marked (4.20) which describes as Very High. This means that the extent of substantial leadership of school heads in the Post-Pandemic erain terms of needs value state is always evident.

The result of the study is congruent to the study of Renihan (2012) to become an efficient substantial leader, there is a need to embrace your own transformation and do all the inner work required to raise your own energetic vibration for the future. In the substantial perspective in this needs value state, leadership flourishes in an ethos of cooperation and integration, an ethos that is very different from the bureaucratic ethos of control. It entails a kind of empowerment that is fundamentally different from the pseudo-empowerment that is often associated with other leadership approaches in the attainment of short term or long-term goals.

Meanwhile, in needs value state of substantial leadership, it offers the following propositions, substantial leadership should not be thought of as necessarily a better kind of leadership. It is one of a number of alternatives that are theoretically available for facilitating human endeavors (Harris, 2018). Furthermore, substantial leadership can arise anywhere in a community and potentially involves an infinite number of loci of control; is a synergistic outcome of logical and associative thinking that influence commitment of school leaders; is appropriate only when certain contingencies exist: the setting is volatile, chaotic, and complex; and the members of the organization are disposed to deal with that volatility, chaos, and complexity because they are in symbiosis, a readiness, based in personal confidence and trust, to engage in reciprocal social and professional exchanges.

Furthermore, substantial leader in this needs value state emphasized that leaders always remember that energy is always affecting the substantial field of the organization. School leader needs to be a creative leader to lead from an emerging future and not be attached to the past as the past is limiting and you need to commit to live in a world of infinite possibilities. The only limitations are the ones you can imagine (Gotswani, 2016).

*Summary on the substantial leadership of school heads*

*in the Post Pandemic era*

Table 4 shows on the Summary on the extent of substantial leadership of school heads in the Post-Pandemic erawhich are measured by three indicators namely: (1) leader’s perspective, (2) motivational value state, and (3) needs value state. The mean ratings of these indicators are as follows: (1) leader’s perspective (4.22) which was described as Very High, this means that the extent of substantial leadership of school heads in the Post-Pandemic era in terms of leader’s perspective is always evident., (2) motivational value state (4.21) which was described as Very High, this means that the extent of substantial leadership of school heads in the Post-Pandemic erain terms of motivational value state is always evident, and (3) needs value state (4.20) which was described as Very High, this means that the extent of substantial leadership of school heads in the Post-Pandemic era in terms of needs value state is always evident. The overall mean rating on this domain marked (4.21) which describes as Very High. This means that the summary on the extent of substantial leadership of school heads in the Post-Pandemic erais always evident.

**Table 4**. Summary on the extent of substantial leadership of school heads in the Post-Pandemic era

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Indicators** | **Mean** | **Descriptive Interpretation** |
| **1** | Leader’s Perspective | 4.22 | Very High |
| **2** | Motivational Value State | 4.21 | Very High |
| **3** | Need Value State | 4.20 | Very High |
| **Overall** | **4.21** | **Very High** |

 The results are consistent with Powell (2017) study, which found that school administrators must transform into substantial leaders and change their perspective on leadership if they are to adapt their organizations to the demands of the twenty-first century. One needs to adopt new techniques, explore new markets, outperform competitors, boost commitment, and be able to see the bigger picture in order to be a change leader (Wheatley, 2015). Additionally, managers need to be conscious of a number of best practices for change leadership, such as the have to comprehend that change is an ongoing process requiring commitment. In the digital age, leaders must now see their jobs differently and communicate them in ways that best serve the needs of the organization.

Similar to this, Agrawal and Sharda (2013) argued that the advancement of heuristic problem-solving forces leaders to consider their role in a society where machine intelligence outpaces that of humans in terms of speed and intelligence. Happily, the new substantial leadership revolution would also aid a leader in deepening his grasp of how his own mind functions and developing his viewpoint on how to deal with poorly structured management issues for which he lacked the mathematical tools and needed to match substantial mechanics. A substantial leader's perspective, according to Haris, Afdaliah, Budiman, and Haris (2016), emphasizes helping employees take charge of their own learning and development rather than delivering commands.

*Extent of school climate in the Post-Pandemic era*

*in terms of Effective teaching*

 *Effective teaching*. Knowledge, tactics, procedures, and behaviors that produce positive student outcomes are those of an effective teacher. Effective teachers use their knowledge to enhance learning and have a good effect on their students. These positive results are frequently ones that are simple to measure, usually through summative evaluation. It is also the ability to raise test scores for student achievement while taking into account a baseline measure of past student achievement as well as other admissions-related elements. The student progress as indicated by later achievement is then used to calculate the instructor effect. Often, these indicators are calculated as growth over the course of a school year.

 Table 5 flaunted the data on the extent of school climate in the post pandemic era in terms of effective teaching. The mean scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity*:* I make my classes interesting (4.42) which was described as Very High. I ask questions to make sure that the students understand what is being taught (4.35) which was described as Very High. I explain why the subjects we are learning are important (4.26) which was described as Very High. I give students individual attention when they need it (4.25) which was described as Very High. I help my students to do their best (4.19) which was described as High.The overall mean rating on this domain marked (4.29) which describes as Very High. This means that the extent of school climate in the post pandemic era in terms of effective teaching is always evident.

**Table 5.** Extent of school climate in the post pandemic era in terms of effective teaching

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Items** | **Mean** | **Descriptive Interpretation** |
| **1** | I make my classes interesting. | 4.42 | Very High |
| **2** | I help my students to do their best. | 4.19 | High |
| **3** | I give students individual attention when they need it. | 4.25 | Very High |
| **4** | I explain why the subjects we are learning are important. | 4.26 | Very High |
| **5** | I ask questions to make sure that the students understand what is being taught. | 4.35 | Very High |
| **Overall** | **4.29** | **Very High** |

 The results coincides with a study which states that effective teachers foster effective students who take an active role in their own education and growth. They can control a classroom to get rid of or lessen challenging behaviors, teach new material in an interesting and understandable method, and pique students' interest in the subject to encourage higher-order thinking. In addition to having a passion for their subject, effective teachers also employ their experience and pedagogical expertise to produce high-quality learning. One of the major forces behind school improvement is recognized as effective teaching on a continuous basis. A school is only ever as good as its teachers, according to a proverb (Hawthorne, 2022). Students who get effective teaching are able to accomplish their academic and personal goals. Student achievement can be significantly impacted by effective teaching as well. Greater quality targeted assessment and more individualized learning opportunities are produced by improved relationships with students. Since both teachers and students are aware of ways to enhance learning outcomes, being able to accurately capture a snapshot of student comprehension aids in accelerating development.

 Furthermore, according to Brooks (1999), children are more likely to succeed in a school setting where there is effective teaching, where they feel at ease, where they believe the teachers are treating them fairly, and when they believe they are a part of the school community. Establishing a level of hospitality for each and every student is crucial for fostering a sense of belonging and preventing any feelings of seclusion and separation.

 Schools should be turned into learning institutions where effective teaching takes place and where instructors' and students' potential is fostered. Schools are institutions dedicated to providing effective teaching since that is what they are there for. As a result, instructors must continuously grow both their professional potential and their knowledge in order to satisfy the educational objectives of the school. This is similar to how pupils regularly enhance their knowledge. According to Harris (2002), teacher development is essential for student success and school improvement in order to achieve effective teaching.

 Moreover, by fostering a welcoming and supportive learning environment for students, teachers, and staff, effective teaching can have a big impact on the school climate. Strong and encouraging relationships are forged between teachers and students. They foster a safe and caring environment in the classroom by demonstrating concern, respect, and understanding. Because of the trust and open communication that these strong teacher-student connections establish, students feel supported and appreciated, which improves the school climate. The school should frequently develop into a secure and encouraging environment that plays the role of a facilitator in the learning process, fosters positive relationships, and aids students in becoming better equipped to meet the challenges that lie ahead. The student's classroom environment may benefit them or it may quickly become a barrier to their ability to study. Otherwise, it might prevent or help every kid achieve their academic potential (Brooks, 1999).

*Extent of School climate in the post pandemic era*

*in terms of Positive and Nurturing Environment*

 *Positive and Nurturing Environment*. All children develop holistically when they are in an atmosphere that is supportive. Children's learning and development are impacted by their physical environment. The arrangement of resources depends on the amount of space both within and outside the building. It is crucial that the surroundings are friendly, presentable, secure, and stimulating. A nurturing environment, on the other hand, is one that provides youngsters with the security and chance to learn about themselves and their surroundings. The family spends more time together at the table than in front of the television in a loving setting. The students will perform well in a supportive and encouraging learning atmosphere. Schools either provide students with adequate support so they achieve or inadequate support so they fail. In a setting that promotes learning and close interactions between students and teachers, pupils perform better.

 Table 6 presented the data on the extent of school climate in the post pandemic era in terms of positive and nurturing environment. The mean scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity*:* Students show respect for the teachers in this school (4.39) which was described as Very High. Students in this school are rewarded or recognized publicly for good behaviour (4.29) which was described as Very High. Students in this school are rewarded or recognized publicly for academic success (4.26) which was described as Very High. If there is a problem, students know that there is at least one adult in the school who would help them (4.22) which was described as Very High. Everyone feels like they are an important part of the school community (4.20) which was described as Very High. The overall mean score of the extent of school climate in the post pandemicera in terms of positive and nurturing environment garnered a total of (4.27) which was described as Very High which also means that extent of school climate in the post pandemic era in terms of positive and nurturing environment was always evident.

**Table 6.** Extent of school climate in the post pandemic era in terms of positive and nurturing environment

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Items** | **Mean** | **Descriptive Interpretation** |
| **1** | Students in this school are rewarded or recognized publicly for good behavior. | 4.29 | Very High |
| **2** | Students in this school are rewarded or recognized publicly for academic success. | 4.26 | Very High |
| **3** | If there is a problem, students know that there is at least one adult in the school who would help them. | 4.22 | Very High |
| **4** | Students show respect for the teachers in this school. | 4.39 | Very High |
| **5** | Everyone feels like they are an important part of the school community. | 4.20 | Very High |
| **Overall** | **4.27** | **Very High** |

For every student, an environment that is positive and nurturing is essential. An effective program for all kids, including those recognized as having a major emotional disability, begins with structuring the educational environment to create a climate that is positive and nurturing to learners. Students must experience psychological and physical safety. In order for students to believe that the classroom is a place worth being in and that they are worth the effort, the educational environment must be appealing, cozy, and well-maintained. The classroom should be set up such that the teacher can keep an eye on every pupil at once. Violence of any kind, intimidation, or verbal or physical abuse of any kind must not be tolerated. Positive teacher-student relationships, a supportive atmosphere, clear and consistent expectations for behavior, rituals and routines, the right amount of structure for particular situations/needs, and proactive problem-solving are all elements that contribute to the development of a positive and nurturing environment (Hanson et al., 2004).

 When the group or individual in a classroom needs emotional support, the teacher creates a positive and nurturing environment for both group and individual settings. Building a trustworthy and welcoming relationship between teacher and pupil is the aim of nurturing. A nurturing teacher makes an effort to be approachable, sympathetic, and encouraging. To be truly nurturing, the pupil must be "valued" as an individual. One of the most organic ways to communicate approval, warmth, and acceptance is through praise, both verbal and tactile. The teacher's upbeat demeanor and encouraging demeanor send the learner favorable messages. It's crucial to keep an eye out for possibilities to be sincere optimists on a regular basis (Bryk, 2010).

 Furthermore, in a positive and nurturing environment, the teacher should also take the time to engage students on a personal level in a thoughtful way. The instructor can connect with a student more deeply through listening, sharing, and reflecting. Although some limits are always specified, there is more tolerance because the teacher encourages student expression and doesn't pass judgment or offer criticism. This method gives students the chance to express their emotions without fear of moral judgments being imposed on them. A teacher can help a student uncover underlying difficulties by naming feelings and behavior when the learner is able to verbalize perceptions and feelings (Bryk, 2010).

 Moreover, positive and nurturing environment must be regarded seriously in the establishment of an encouraging atmosphere in the school, according to Henson (2012). Additionally, the interaction between the kids and the 10 professors improves, which fosters teamwork. According to research, pupils that have a high level of teacher confidence perform better academically (Gregory, 2012). Programs and procedures at the school must permit or support an environment that fosters learning without disruption. Furthermore, regardless of their backgrounds, kids can succeed in achieving their goals provided the school is safe (Cohen, Thapa & Ice, 2013).

 In general, if the learning environment is positive and nurturing, the pupils will perform well. Schools either give pupils enough help so they succeed or not enough help so they fail. In a setting that promotes learning and close interactions between students and teachers, pupils perform better. The study's results inspire the researcher to come up with fresh ideas for improving student performance (McCuin, 2012). Cohen (2012) asserts that teachers have the ability to question pupils if they are not performing well or fulfilling the standards and that they must make sure to provide a supportive and encouraging learning atmosphere that acts as a second home for students. As a result, teachers have the opportunity to intervene to help kids. Therefore, it is crucial to consider how a school setting affects the promotion of a conducive learning environment.

*Extent of school climate in the post-pandemic era*

*in terms of safety and discipline*

 *Safety and discipline.* Safety and discipline refers to the guidelines set to ensure both the physical and social safety of the school and the welfare of its students School discipline refers to the policies, procedures, and methods used to control disruptive behavior and promote self-discipline among students. Through extensive prevention, focused intervention, and the development of self-discipline, school discipline addresses the needs of the entire institution, each classroom, and each individual student. Protecting future generations from the negative effects of such incidents is the aim of school safety. Students benefit from a more supportive and educational environment when school safety is protected. When their basic needs are satisfied, children are more at ease in the school setting. Following rules keeps staff members healthy and safeguards their wellbeing. They can work more efficiently and with assurance that they won't become sick or injured, which would improve how well they accomplish their tasks. This creates a more positive atmosphere and everyone can be more comfortable at work

 Table 7 flaunted the data on the extent of school climate in the post pandemic era in terms of safety and discipline. The mean scores of each indicator are shown in a tabular and textual format. The presentation was chronologically arranged from highest to lowest to convey meaning and clarity: I feel safe when I am in school (4.42) which was described as Very High. Students in my class listen to the teacher (4.35) which was described as Very High. This school is a safe place to be (4.24) which was described as Very High. I have NOT been afraid of anyone in this school (4.05) which was described as High. I have NOT been bullied by anyone at this school (3.97) which was described as Very High. The overall mean rating on this domain marked (4.21) which describes as Very High. This means that the extent of school climate in the post pandemic era in terms of safety and discipline is always evident.

**Table 7.** Extent of school climate in the post pandemic era in terms of safety and discipline

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Items** | **Mean** | **Descriptive Interpretation** |
| **1** | I feel safe when I am in school. | 4.42 | Very High |
| **2** | Students in my class listen to the teacher. | 4.35 | Very High |
| **3** | I have NOT been bullied by anyone at this school. | 3.97 | High |
| **4** | This school is a safe place to be. | 4.24 | Very High |
| **5** | I have NOT been afraid of anyone in this school. | 4.05 | High |
| **Overall** | **4.21** | **Very High** |

The safety of pupils is the top priority at schools with a favorable school climate, according to researchers. Additionally, it was highlighted that effective schools have structures and procedures in place to make sure there are no barriers preventing kids from learning (Lezotte, 2011). Sadly, a lot of students don't go to schools where they feel safe. According to Cohen et al. (2009), these issues frequently arise because there aren't enough processes and structures in place to foster a supportive school climate.

 Moreover, students who feel comfortable at school have a pleasant school climate. Unfortunately, a lot of youngsters lack a sense of security at school. According to studies on school climate, for children to succeed and advance academically, they must feel emotionally, socially, and physically safe (Cohen et al., 2009). According to the National Center for Educational Statistics (2011), at least one out of every three students reported having been the target of bullying at school. In 2015, 15% of third-grade kids reported being mocked or made fun of by their peers, while 14% indicated that other students had physically abused them. These findings imply that many American schools are concerned about student safety.

 Furthermore, Lacey (2013) examined 7,304 student reports from 286 American schools. According to this study, student victimization has an effect on students' academic performance. Students who went to schools where bullying was a common occurrence fared worse academically than those who went to schools with less harassment. So, as a result of their mental discomfort, their grades suffered. According to the Safe and Supportive model of school climate, for students to flourish to their full potential, they must feel safe at school.

 Similarly, the study by Reuland (2014) lends support to the idea that victimization of students is linked to subpar academic performance. The results indicate that school districts and school heads should successfully implement procedures inside of the classrooms to guarantee children' safety at all times. Together, these findings show how important it is for schools to make sure that all of their children are learning in a school climate that is both safe and well-organized.

 In addition, according to the EPA (2010), a safe environment and school building increases student achievement, lowers health issues, lowers absenteeism, and lowers running expenses. Mold, asbestos, radon, hazardous chemicals, and pesticide spills are a few environmental factors that can endanger the health of both kids and staff. Indoor and outdoor air pollution is another risk factor. According to the Environmental Protection Agency (EPA), up to half of all schools in the country have indoor air quality issues that could harm the health of the 27.5 million pupils and staff members who spend their days in these unhygienic facilities (EPA, 2012). In order to supplement the schools' limited resources and address the student health issues impeding academic success, research by the education community shows the necessity of partnering with families, community health, and social service organizations (Bryk, 2010). The need to ensure students' access to health services has been acknowledged by numerous researchers and professional education associations such as ASCD, Communities in Schools, and the Coalition for Community Sschools (EPA, 2012).

 Moreover, the leadership of the school head significantly affects the school environment's level of safety and discipline. The safety precautions put in place and the efficacy of disciplinary actions are strongly influenced by their judgments, policies, and method of administering the school community. The leadership of the school principal is essential to the implementation of disciplinary measures. They must make sure that the school's code of conduct is effectively communicated to all parties involved and that, where appropriate, disciplinary measures are regularly implemented. The school community benefits from a feeling of fairness and order that is fostered by a fair and consistent approach to discipline. Schools with inadequate maintenance and poor design demotivate students and teachers and have a detrimental effect on student achievement. Several elements have an impact on students' learning and physical surroundings, either directly or indirectly, according to Filardo (2008). Cultural, temporal, and social factors are present in both the physical and virtual learning environments, and they affect how well children learn in schools (McGregor, 2004).

*Summary on the extent of School Climate*

*in the post pandemic era*

Table 8 shows on the Summary on the extent of school climate in the post pandemic era which is measured by three indicators namely: (1) Effective teaching, (2) positive and nurturing environment, (3) safety and discipline. The mean ratings of these indicators are as follows: (1) Effective teaching (4.29) which was described as Very High which also means that the extent of school climate in the post pandemic era in terms of effective teaching is always evident, (2) positive and nurturing environment (4.27) which was described as Very High which also means that the extent of school climate in the post pandemic era in terms of positive and nurturing environment is always evident, (3) safety and discipline (4.21) which was described as Very High, which also means that the extent of school climate in the post pandemic era in terms of safety and discipline is always evident.

**Table 8**. Summary on the extent of school climate in the post pandemic era

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Indicators** | **Mean** | **Descriptive Interpretation** |
| **1** | Effective teaching | 4.29 | Very High |
| **2** | Positive and Nurturing Environment | 4.27 | Very High |
| **3** | Safety and discipline | 4.21 | Very High |
| **Overall** | **4.26** | **Very High** |

The overall mean rating on this domain marked (4.26) which describes as Very High. This means that the summary on the the extent of school climate in the post pandemic era is always evident is always evident. The findings are consistent with a study that asserts that good teachers cultivate effective students who actively participate in their own learning and development. They can exert control over a classroom to eliminate or reduce problematic behaviors, impart new knowledge in an engaging and comprehensible way, and excite students' interest in the material to promote higher-order thinking. Effective instructors use their experience and pedagogical knowledge in addition to their enthusiasm for the subject they are teaching to achieve high-quality learning. Effective teaching is acknowledged as one of the main drivers of school progress on a regular basis. According to an adage, a school is only ever as good as its instructors (Hawthorne, 2022). Students who get effective teaching are able to accomplish their academic and personal goals. Student achievement can be significantly impacted by effective teaching as well. Greater quality targeted assessment and more individualized learning opportunities are produced by improved relationships with students. Since both teachers and students are aware of ways to enhance learning outcomes, being able to accurately capture a snapshot of student comprehension aids in accelerating development.

Additionally, children are more likely to flourish in a school environment where there is effective teaching, where they feel at ease, where they believe the teachers are treating them fairly, and when they feel like they belong to the school community, according to Brooks (1999). To promote a sense of belonging and avoid any emotions of solitude and separation, it is essential to establish a level of hospitality for each and every student.

*Significant Relationship between substantial leadership of*

*school heads and school climate in the post pandemic era*

 Presented in Table 9 are the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.84 with a p-value of 0.000 which is significant at 0.05 level. This rejects the null hypothesis, stating no significant relationship between substantial leadership of school heads and school climate in the post pandemic era. This means that as substantial leadership domains increase, school climate also increases or vice versa.

**Table 9.** Significant Relationship between substantial leadership of school heads and school climate in the post pandemic era

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **r-****value** | **Statistical Description**  | **p-****value** | **Decision** |
| Substantial Leadership(x) | School Climate(y) | 0.84 | Very strong correlation | .000 | RejectHo  |

 Furthermore, the computed r-value of 0.84 denotes the high positive correlation (Cohen, 2002) between the two variables with which the hypothesis on significant relationship was tested. Clearly, the findings inferred a Very strong significant relationship between the substantial leadership of school heads and school climate in the post pandemic era. Consequently, it is expected that school head’s substantial leadership would contribute to the school climate, which in turn, exerts a positive influence on teachers and students aggregated teaching and learning performance.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that leader’s perspective, motivational value state, and needs value state revealed computed r-values of 0.84 respectively with p-values which are less than 05 in the level of significance. This implies that as leader’s perspective, motivational value state, and needs value state increases, the school climate also increases.

*Domain of substantial leadership of School heads*

*that significantly influence school climate*

*in the post pandemic era*

 The three (3) domains that consisted on the substantial leadership of school heads are subjected for analysis to determine which of these variables significantly influences the school climate in the post pandemic era. Substantial leadership includes the leader’s perspective, motivational value state, and needs value state.While the school climate includes: effective teaching, positive and nurturing environment, and safety and discipline.

*Unstandardized Regression Coefficients Results:*

 Table 10 highlights the influence of substantial leadership of school heads on the school climate in the post pandemic era. The results showed that Leader’s perspective obtained the highest beta of 0.43. It indicates that Leader’s perspective has the highest degree of influence on the school climate compared to motivational value state with 0.20. Moreover, as indicated by an F-value of 6.73 with a corresponding p-value of 0.000, the regression model is therefore significant. Thus, it leads to the rejection of null hypothesis. Therefore, the two indicators namely, leader’s perspective and motivational value state predicted school climate.

**Table 10.** Domain of substantial leadership of school heads that significantly influence the school climate in the post pandemic era

|  |
| --- |
|  **School climate** |
| **Independent Variables** | *B* | Beta | *t* | *Sig.* |
| **Constant** | 3.02 |  | 7.97 | .000 |
| Leader’s perspective | .21 | .43 | 4.07 | .035 |
| Motivational Value state | .10 | .20 | 1.57 | .000 |
| Needs value state | .08 | .11 | .26 | .796 |
| R | 0.843 |
|  R2 | 0.710 |
| ∆R | 0.191 |
| F | 6.731 |
| ρ | .000 |

 The overall correlation had a computed R-value of 0.84 with a p-value of < .05 on its significant level. Furthermore, the computed R-value of 0.84 denotes the high positive correlation (Cohen, 2002) between the two variables with which the hypothesis on significant relationship was tested. Clearly, the findings inferred a Very strong significant relationship between the substantial leadership of school heads and school climate in the post pandemic era. In addition, the R2 of 0.689 signifies that 68.9 percent of the variation in school climate is explained by the predictor variables. This would mean that 68.9 percent of the variation can be attributed to other factors aside from the predictor variables.

Based on the result, the substantial leadership namely: leader’s perspective, motivational value state, and needs value state significantly influences school climate namely: effective teaching, positive and nurturing environment, and safety and discipline by registering a p-value of .000 which is <.05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of substantial leadership, the school climate will increase by 3.02 holding other factors constant.

 Moreover, the R2 value of 0.689 which means that 68.9% on the school climate has been explained by the predictors in mental health holding other percentage not accounted to the three dimensions. In addition, the R2 value was higher than the required value to formulate a prediction model based on regression analysis (Tabachnick and Fidell, 2001). Regression coefficients displays that all the dimensions of substantial leadership influenced the school climate.

*Predictive Model generated based from regression analysis*

Below was the predictive model that was generated from the regression analysis on the influence of substantial leadership of school heads towards school climate.

*PREDICTIVE MODEL*

 = α + β1 X1 + β2 X2 + β3 X3

= 3.02 + .21 (Leader’s perspective) + .10 (motivational value state)

+ -.01 (Needs Value State)

*PREDICTIVE MODEL* = 3.02 + .21 (4.22) + .10 (4.21) + .08 (4.20)

= 3.02 + .8862 + .421 + .336

*PREDICTIVE MODEL = 4.66*

 The result of the analysis revealed the predictive influence of the predictor variables to the school climate. Thus, for every unit increase in effective teaching, positive and nurturing environment, and safety and discipline, a 4.66 unit increase on the teacher’s school climate was predicted, holding other factors constant. This means that the survey unit increase on the predictive models, the school climate will likely to increase by 4.66 units.

**CHAPTER 4**

**Conclusions and Recommendations**

This section highlights the summary of the findings of the study. Also, conclusions are presented based on the results of the study. In addition, timely recommendations are offered to give opportunities to future researchers.

*Findings*

 This study aimed to determine the extent of substantial leadership of school heads in the post pandemic era in terms of: (1) leader’s perspective, (2) motivational value state, and (3) needs value state, and to determine the extent of school climate in the post pandemic era in terms of effective teaching, positive and nurturing environment, and safety and discipline. In addition, data were gone through psychometric analysis to draw out which domain of substantial leadership significantly influences the school climate in the post pandemic era. Further, predictive model was generated from the regression analysis. The following are the significant findings:

 On the extent of substantial leadership of school heads in the post pandemic era in terms of leader’s perspective was always evident. On the extent of substantial leadership of school heads in the post pandemic era in terms of motivational value state was always evident. On the extent of substantial leadership of school heads in the post pandemic era in terms of needs value state is always evident.

 On the extent of school climate in the post pandemic era in terms of effective teaching is always evident. On the extent of school climate in the post pandemic era in terms of positive and nurturing environment was always evident. On the extent of school climate in the post pandemic era in terms of safety and discipline is always evident.

Based on the result, the substantial leadership namely: leader’s perspective, motivational value state, and needs value state significantly influences school climate namely: effective teaching, positive and nurturing environment, and safety and discipline by registering a p-value of .000 which is <.05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of substantial leadership, the school climate will increase by 3.02 holding other factors constant.

*Conclusions*

Based on the findings of this study, the following conclusions were offered:

 On the extent of substantial leadership of school heads in the post pandemic era in terms of leader’s perspective was always evident. In terms of motivational value state was always evident. In terms of needs value state is always evident.

 On the extent of school climate in the post pandemic era in terms of effective teaching is always evident. In terms of positive and nurturing environment was always evident. In terms of safety and discipline is always evident.

Based on the result, the substantial leadership namely: leader’s perspective, motivational value state, and needs value state significantly influences school climate namely: effective teaching, positive and nurturing environment, and safety and discipline by registering a p-value of .000 which is <.05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of substantial leadership, the school climate will increase by holding other factors constant.

*Recommendations*

The following suggestions were offered based from the conclusions of the study:

The Department of Education.The information gathered should serve as the foundation for a discussion of how substantial leadership of school heads affects school climate as institutions adjust to the new regular environment. This study has broad implications for the Department of Education and is essential to ensure the success and welfare of students, teachers, and the entire educational system. Furthermore, this research on substantial leadership and school climate is crucial for the Department of Education to ensure that schools provide a nurturing and effective learning environment for all students, improve educational outcomes, and promote the well-being of teachers, staff, and the entire school community.

Results of this study will provide suggestions to teachers to identify effective aspects of substantial leadership and their impact on school climate. Understanding these findings can guide teachers in their professional development, helping them to refine their teaching strategies and collaboration with school leaders to enhance the overall learning environment. Further, this study on leadership and school climate can shed light on effective communication and collaboration practices within educational institutions. Teachers can use this knowledge to improve their interactions with colleagues, school administrators, and other staff members, fostering a more cohesive and productive school community.

The learners should be the ultimate beneficiaries of this research endeavor. Effective leadership and a positive school climate have a direct impact on students' academic performance. This study will identify leadership practices and school climate factors that contribute to improved learning outcomes, helping students achieve their full academic potential.

The future researchers may explore other avenues on the different leadership styles and aspects of school climate that was not covered in this study.

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