

The Role of Effective Communication and Organization Culture in Effective School Management: Mediating effect of School Climate

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Abstract: *Effective communication and good organization culture fosters collaboration and innovation within schools. Grounded in Transformational Leadership theory, this study examined how effective communication and organizational culture shape effective school management in private schools of the Kathmandu Valley, with school climate as a mediating factor. A quantitative, cross-sectional survey design is employed, involving principals, teachers, and administrative staff from 25 purposively selected schools. Data were collected using validated Likert-scale questionnaires and analyzed through descriptive statistics and multiple regression. The results indicate that communication and organization culture are stronger contributors to the effectiveness in school management, whereas school climate is a partial mediator to the beneficial relationships. Model fit indices indicated strong validity. Mediation analysis further reveals that school climate partially mediates the effects of communication and culture. These findings confirm that communication and culture are most effective when they foster a positive climate of trust, inclusivity, and collaboration, offering both theoretical insights and practical recommendations for Nepalese school leadership.*

Keywords: effective communication, organizational culture, school climate, school management

I. INTRODUCTION

School management effectiveness is a fundamental determinant of educational quality, institutional performance, and stakeholder satisfaction. Effective school management ensures the optimal utilization of resources, fosters a supportive learning environment, and

enhances both teacher performance and student achievement. For school administrators, effective management supports decision-making, coordination, and accountability; for teachers, it promotes collaboration, motivation, and professional development; and for students, it creates a conducive environment for academic success and personal growth. However, many schools continue to experience challenges related to ineffective communication, weak organizational culture, and lack of supportive institutional environments. These issues limit the overall effectiveness of school management and hinder the achievement of educational goals, particularly in increasingly competitive and accountability-driven educational systems.

Effective communication has emerged as a critical leadership competency that significantly influences school management effectiveness. EI refers to the ability to recognize, regulate, and manage emotions in oneself and others. Leaders with high good effective communication skill and the ability to manage conflicts constructively, which contribute to a positive organizational environment (Goleman, 2020). Empirical evidence also supports the role of Effective communication in educational leadership, suggesting that it will enhance teacher engagement, improve institutional relationships, and strengthen management practices (Thapa et al., 2023).

Organization culture is another significant factor influencing school management effectiveness. Rooted in transformation leadership theory, it focuses on inspiring and motivating followers through vision, intellectual stimulation, and individualized consideration. Leaders adopting this style encourage innovation, participation, and shared decision-making, which are essential for improving institutional performance. It promotes teacher commitment, enhances collaboration, and facilitates organizational change, all of which contribute to effective school management. Empirical studies in global contexts indicate that good organization culture positively influences organizational outcomes and institutional effectiveness (Harris, 2013; Baykal, 2022). However, these findings are largely derived from international settings, and there is limited empirical evidence confirming the applicability of organization culture in improving school management effectiveness within Kathmandu Valley. This highlights the need for context-specific investigation.

In addition to leadership factors, organizational and environmental conditions such as school climate play a crucial role in shaping school management outcomes. School climate reflects the overall quality of relationships, communication, safety, and collaboration within educational institutions. A positive school climate enhances trust, cooperation, and collective responsibility among stakeholders, thereby strengthening institutional functioning. Research indicates that school climate mediates the relationship between leadership practices and organizational effectiveness by reinforcing positive interactions and supportive environments (Sasan et al., 2023; Ginanjar et al., 2024). Furthermore, it serves as an important mechanism through which emotional intelligence and leadership behaviors influence school management effectiveness (Khadka, 2019). Despite its importance, the mediating role of school climate has not been sufficiently explored in an integrated framework within existing studies.

Despite the growing body of literature on leadership and organizational behavior in education, there remains a significant research gap in integrating effective communication, organizational culture, and school climate within a single analytical framework. Most previous studies have examined these variables independently, without considering their combined and mediating effects on school management effectiveness. Moreover, there is limited empirical research applying advanced analytical approaches such as Structural Equation Modeling (SEM) to examine these relationships comprehensively. Therefore, this study contributes to the existing literature by integrating these key variables into a unified framework and examining both direct and indirect relationships among them. Specifically, the study aims to analyze the impact of effective communication and organizational culture on school management effectiveness, with school climate acting as a mediating variable.

In the Nepalese context, particularly in Kathmandu Valley, schools operate within diverse socio-cultural and institutional environments where communication practices, organizational values, and school climate significantly influence management effectiveness. However, empirical evidence examining these relationships in an integrated manner remains limited. This study addresses this gap by providing context-specific insights that are both theoretically grounded and practically relevant for improving school management practices in Nepal.

The remainder of this paper is structured as follows. The next section presents the theoretical and empirical literature review, followed by the development of research hypotheses. The methodology section explains the research design, sampling, and analytical techniques. Subsequently, the results and discussion are presented, and the paper concludes with implications and recommendations for practice and future research.

II. LITERATURE REVIEW

Theoretical review. This study is grounded in Transformational Leadership Theory provide a strong theoretical basis for understanding school management effectiveness. It emphasizes the role of leaders in inspiring and motivating followers through vision, intellectual stimulation, and individualized consideration. Such leaders promote collaboration, innovation, and shared decision-making, which are essential for effective school management. In educational institutions, transformational leadership enhances teacher commitment, organizational alignment, and institutional performance (Leithwood & Jantzi, 2005). Furthermore, global perspectives suggest that transformational leadership contributes to improved organizational outcomes, although contextual validation remains important. Leaders with good transformation leadership characteristics like effective communication demonstrate empathy, and conflict resolution abilities, which strengthen organizational relationships and performance (Mayer et al., 2004). In the Nepalese educational context, leadership has been associated with improved institutional functioning and leadership effectiveness. Additionally, the concept of school climate is supported by organizational and educational theories, which emphasize the role of environment in shaping behavior and institutional outcomes. School climate reflects the quality of relationships, trust, safety, and collaboration within schools. It functions as a mechanism through

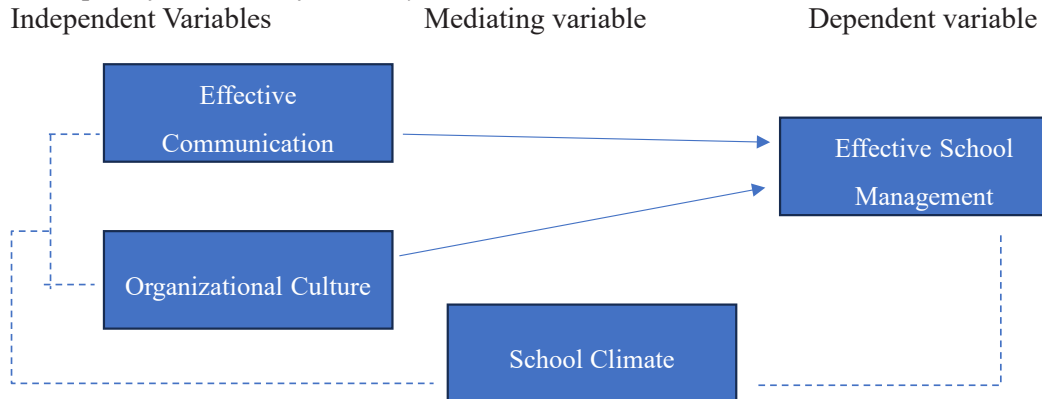
which leadership practices and emotional competencies influence school management effectiveness.

Empirical review. Empirical studies demonstrate that effective communication is a key determinant of organizational performance. Transparent and participatory communication improves coordination, reduces misunderstandings, and enhances decision-making processes (Men, 2014). In schools, effective communication strengthens relationships between administrators and teachers, leading to improved management effectiveness. Similarly, organizational culture significantly influences institutional performance. A culture characterized by trust, shared values, and collaboration enhances employee engagement and commitment (Schein, 2010). In educational settings, a positive organizational culture contributes to improved teaching quality, administrative efficiency, and overall school effectiveness. The role of school climate as a mediating variable has been increasingly recognized in recent studies. School climate represents the overall environment of relationships, safety, and cooperation within schools. A positive climate enhances teacher motivation, student engagement, and institutional adaptability (Cohen et al., 2009). It also strengthens the relationship between leadership practices and organizational outcomes by fostering trust and inclusiveness (Khadka, 2019). Despite these findings, most studies have been conducted in global contexts, with limited empirical integration of communication, organizational culture, and school climate within a single analytical framework in Nepal (Wang & Degol, 2016). Furthermore, the mediating role of school climate has not been sufficiently examined in the Kathmandu Valley context.

Therefore, this study addresses these gaps by integrating effective communication, organizational culture, and school climate into a unified framework to examine their combined impact on school management effectiveness.

Link to hypothesis development. Based on the above theoretical and empirical evidence, the study proposes that effective communication and organizational culture directly influence school management effectiveness, while school climate mediates these relationships. These relationships form the basis for the development of research hypotheses.

Conceptual framework. The conceptual framework shows the relationship among the effective communication, organizational culture, school climate, and school management effectiveness. Effective communication and organizational culture are introduced as independent variables which have a direct effect on school management effectiveness. Moreover, school climate is a mediator which elaborates the use of communication and organizational culture on the results of management in an indirect manner. A favorable school climate improves cooperation, trust, and organizational operations equaling the overall success of school administration. On the whole, the framework can be described as the partial model of mediation, in which both direct and indirect impacts are present. Structural Equation Modeling (SEM) is used to test the framework with measurement and structural components used to evaluate both direct and indirect associations among the variables.

Figure 1*Conceptual framework of the study**Note:* Author's compilation, 2025

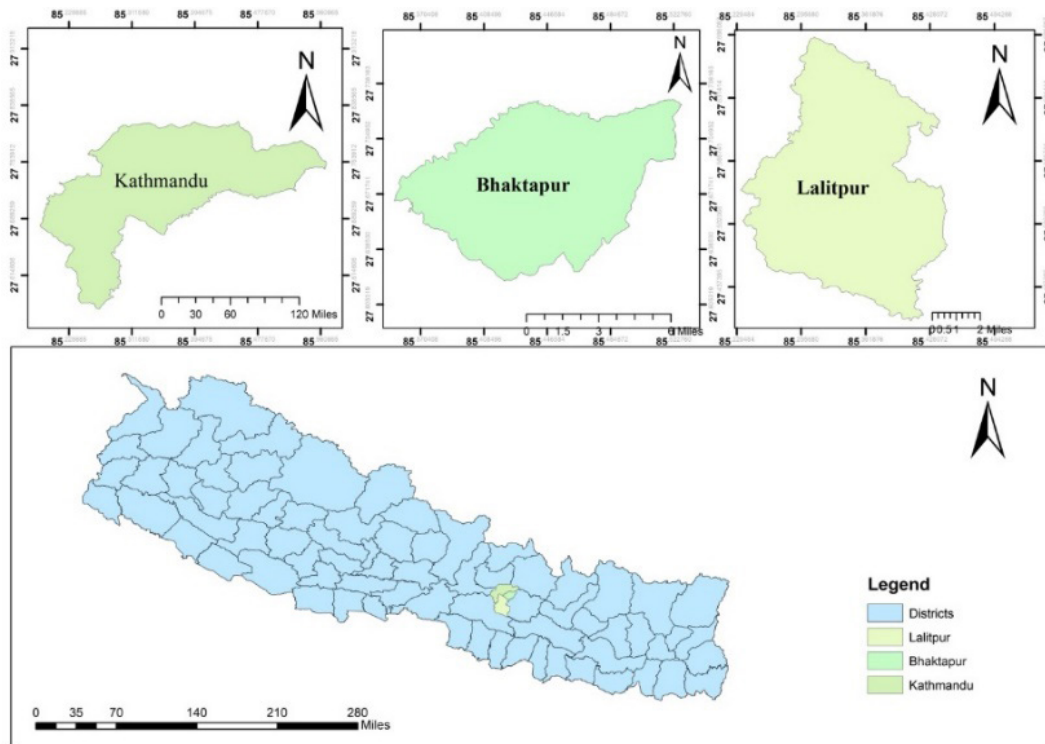
III. RESEARCH METHODOLOGY

Research design. This study is grounded in the positivist research paradigm, which assumes that social phenomena can be objectively measured and analyzed using statistical techniques. Based on this paradigm, the study adopts a quantitative research approach to examine the relationships among effective communication, organizational culture, school climate, and school management effectiveness. A cross-sectional survey research design was employed, as data were collected from respondents at a single point in time. This design is appropriate for testing hypothesized relationships among variables and examining both direct and indirect effects using Structural Equation Modeling (SEM). The cross-sectional design enables standardized data collection across multiple institutions and supports generalization of findings within the defined population.

Study area. The study was conducted in private schools located in Kathmandu Valley comprising Kathmandu, Bhaktapur, and Lalitpur districts of Nepal. These schools were selected because they operate under relatively autonomous management systems, maintain structured organizational practices, and emphasize performance outcomes. This setting provides an appropriate context for examining how effective communication, organizational culture and school climate influence school management effectiveness.

Figure 2

Map of the study area showing Kathmandu, Bhaktapur, and Lalitpur districts within Nepal.



Population and sample. The target population of this study consisted of school principals, teachers, and administrative staff working in private schools of Kathmandu Valley. These groups were selected because they are directly involved in communication processes, organizational culture formation, and school management practices.

Since the exact population size of staff across all private schools was unknown, the sample size was determined using the Cochran (1977) formula for an unknown population:

$$n = \frac{Z^2 p(1-p)}{e^2}$$

Where:

$Z = 1.96$ (95% confidence level)

$p = 0.5$ (maximum variability)

$e = 0.07$ (margin of error)

Based on this calculation, the minimum required sample size was approximately 196, which was rounded to 200 respondents to ensure adequate statistical power and reliability for SEM analysis. This sample size is considered sufficient for SEM studies, as recommended in methodological literature.

A stratified sampling technique was used to ensure representation from different respondent groups (principals, teachers, and administrative staff). Within each selected school, respondents were proportionally selected based on their roles.

Data collection methods. Data were collected using a structured questionnaire that included Likert-scale items measuring effective communication, organizational culture, and school management effectiveness. The instrument was adapted from validated scales and was pilot-tested for clarity and reliability before full administration.

Operationalization of variables. The questionnaire was administered through both paper-based formats and online platforms (Google Forms) to ensure broader accessibility and response coverage. Prior to data collection, formal permission was obtained from school administrations, and respondents were clearly informed about the purpose of the study. Participation was entirely voluntary, and ethical considerations such as confidentiality and anonymity were strictly maintained throughout the process.

The operationalization of study variables was based on established and validated literature, with each construct measured using multiple indicators adapted to the school management context. All variables were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Table 1 presents the operational definitions and corresponding measurement indicators of the variables included in this study.

Table 1
Operationalization of study variables

Variable	Type	Definition	Items	Scale
Effective Communication	Independent	Degree of clarity, openness, and information sharing within school	EC1, EC2, EC3	Likert (1–5)
Organizational Culture	Independent	Shared values and norms guiding behavior in school	OC1, OC2, OC3	Likert (1–5)
School Climate	Mediator	Perceived environment of trust, support, and collaboration	SC1, SC2, SC3	Likert (1–5)
School Management Effectiveness (SME)	Dependent	Ability to achieve school goals efficiently	SME1, SME2, SME3	Likert (1–5)

Data analysis technique. Data were analysed using Structural Equation Modelling (SEM) with SmartPLS version 4.0. The analysis was conducted in three stages. First, the measurement model was evaluated to assess reliability and validity using factor loadings, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE). Second, model fit was examined using the standardized root mean square residual (SRMR) along with other relevant fit indices where applicable. Third, the structural model was assessed by analysing path coefficients, hypothesis testing, coefficient of determination (R^2), and effect sizes (f^2). In addition, bootstrapping with 5,000 resamples was employed to

determine the significance of direct and indirect relationships, particularly to examine the mediating effect of school climate.

V. RESULTS AND DISCUSSION

The purpose of this study was to assess the extent to which effective communication and organizational culture predict effective school management and how school climate mediates the phenomenon in private schools of the Kathmandu Valley. Data were analyzed through correlation, regression, and SEM techniques to test hypothesized relationships.

Descriptive statistics of respondents. To reflect the respondents' profile, descriptive statistics were computed based on role and participation.

Table 2

Respondents' profile

Category	Frequency	Percentage (%)
Principals	25	12.5
Teachers	140	70.0
Administrative Staff	35	17.5
Total	200	100

Table 2 presents the demographic distribution of respondents involved in the study. The results show that the majority of respondents were teachers (70%), followed by administrative staff (17.5%) and principals (12.5%). This distribution indicates that the data largely reflect the perspectives of teaching staff, who are directly engaged in daily school operations and communication processes. The inclusion of principals and administrative staff ensures representation of managerial and support-level insights. Overall, the sample composition is appropriate for examining school management effectiveness, as it captures responses from key stakeholders involved in organizational communication, culture formation, and institutional decision-making within private schools in the Kathmandu Valley.

Correlation analysis. Table 3 presents the correlation analysis among effective communication, organizational culture, school climate, and effective school management (termed as school management effectiveness).

Table 3

Correlation matrix among study variables

Variables	EC	OC	SC	SME
Effective Communication (EC)	1	.642**	.588**	.711**
Organizational Culture (OC)	.642**	1	.601**	.689**
School Climate (SC)	.588**	.601**	1	.664**
School Management Effectiveness (SME)	.711**	.689**	.664**	1

Note: Significant at $p < .01$

The results indicate strong and positive relationships among all variables. Effective communication shows a high correlation with school management effectiveness ($r = 0.711$), followed by organizational culture ($r = 0.689$). School climate also demonstrates a significant positive relationship with school management effectiveness ($r = 0.664$). Additionally, communication and culture are moderately correlated with school climate, suggesting their influence on the institutional environment. These findings confirm that improvements in communication and organizational culture are associated with enhanced school climate and management effectiveness, supporting the proposed theoretical relationships among the study variables.

Measurement model evaluation. Table 4 presents the results of the measurement model, including factor loadings, Cronbach's alpha (CA), composite reliability (CR), and average variance extracted (AVE).

Table 4
Factor loadings and reliability results

Construct	Item	Factor Loadings	CA	CR	AVE
EC	EC1	0.759	0.84	0.88	0.65
	EC2	0.782			
	EC3	0.801			
OC	OC1	0.869	0.86	0.89	0.68
	OC2	0.821			
	OC3	0.804			
SC	SC1	0.570	0.78	0.82	0.54
	SC2	0.692			
	SC3	0.731			
SME	SME1	0.547	0.80	0.85	0.58
	SME2	0.721			
	SME3	0.768			

All factor loadings exceed the minimum threshold of 0.50, indicating acceptable indicator reliability. The Cronbach's alpha values range from 0.78 to 0.86, confirming strong internal consistency among the items. Similarly, composite reliability values are above 0.70, demonstrating satisfactory construct reliability. The AVE values for all constructs exceed 0.50, indicating adequate convergent validity. Overall, these results confirm that the measurement model is reliable and valid, and therefore suitable for further structural model analysis.

Discriminant validity. The Fornell-Larcker criterion was used to determine the discriminant validity of the constructs. The score of the square root of the average variance powered (AVE) of each construct is revealed along the diagonal of the matrix

Table 5
Fornell-Larcker criteria for discriminant validity

Constructs	1	2	3	4	5
Effective Communication	0.806				
Organizational Culture	0.642	0.825			
School Climate	0.588	0.601	0.735		
School Management Effectiveness	0.711	0.689	0.664	0.762	

Table 5 shows that all the values of the diagonal are higher than values of the inter-construct correlations implying the constructs have more variance with their indicators than with the other constructs. This puts to test that there is sufficient discriminant validity.

Table 6
HTMT ratio

Constructs	EC	OC	SC	SME
EC	-			
OC	0.72	-		
SC	0.69	0.71	-	
SME	0.78	0.75	0.73	-

Table 6 shows the Heterotrait-Monotrait (HTMT) ratio used to further assess discriminant validity. All HTMT values are below the recommended threshold of 0.90, indicating that the constructs are sufficiently distinct from one another. This result provides additional confirmation of discriminant validity beyond the Fornell-Larcker criterion. The findings suggest that there is no significant overlap among the constructs, ensuring that each variable captures a unique aspect of school management effectiveness. Therefore, the measurement model demonstrates strong validity and supports the robustness of the study's conceptual framework.

Table 7
VIF values

Variable	VIF
Effective Communication	2.10
Organizational Culture	2.25
School Climate	1.95
SME	2.02

Table 7 presents the Variance Inflation Factor (VIF) values used to assess multicollinearity among the independent variables. The results show that all VIF values are below the threshold of 5, indicating that multicollinearity is not a concern in the model. This suggests that the independent variables, namely effective communication, organizational culture and school climate, do not excessively correlate with each other. Therefore, the regression estimates and structural relationships are reliable and not biased due to multicollinearity issues.

Structural model (path analysis). Table 8 presents the results of direct path analysis using SEM. The findings indicate that effective communication has a significant positive effect on school management effectiveness ($\beta = 0.462$, $p < .001$), followed by organizational culture ($\beta = 0.391$, $p < .001$).

Table 8
Direct effects

Path	β	t-value	p-value
EC $\rightarrow$ SME	0.462	8.21	0.001
OC $\rightarrow$ SME	0.391	6.74	0.001
EC $\rightarrow$ SC	0.588	—	0.002
OC $\rightarrow$ SC	0.601	—	0.001
SC $\rightarrow$ SME	0.664	—	0.002

Additionally, both communication and culture significantly influence school climate, while school climate also has a strong positive effect on school management effectiveness. These results confirm that both direct and indirect relationships exist among the variables, supporting the proposed hypotheses and theoretical framework.

Table 9
Indirect effects (mediation)

Path	Indirect Effect	Result
EC $\rightarrow$ SC $\rightarrow$ SME	0.143	Partial mediation
OC $\rightarrow$ SC $\rightarrow$ SME	0.127	Partial mediation

Table 9 presents the mediation analysis results, showing the indirect effects of effective communication and organizational culture on school management effectiveness through school climate. The findings indicate that school climate partially mediates both relationships. The indirect effects of communication ($\beta = 0.143$) and culture ($\beta = 0.127$) are significant, suggesting that part of their influence operates through school climate. This confirms the importance of creating a supportive and collaborative school environment to enhance management effectiveness, validating the mediating role of school climate in the model.

Model fit. The SEM model achieved acceptable fit indices, indicating strong model validity.

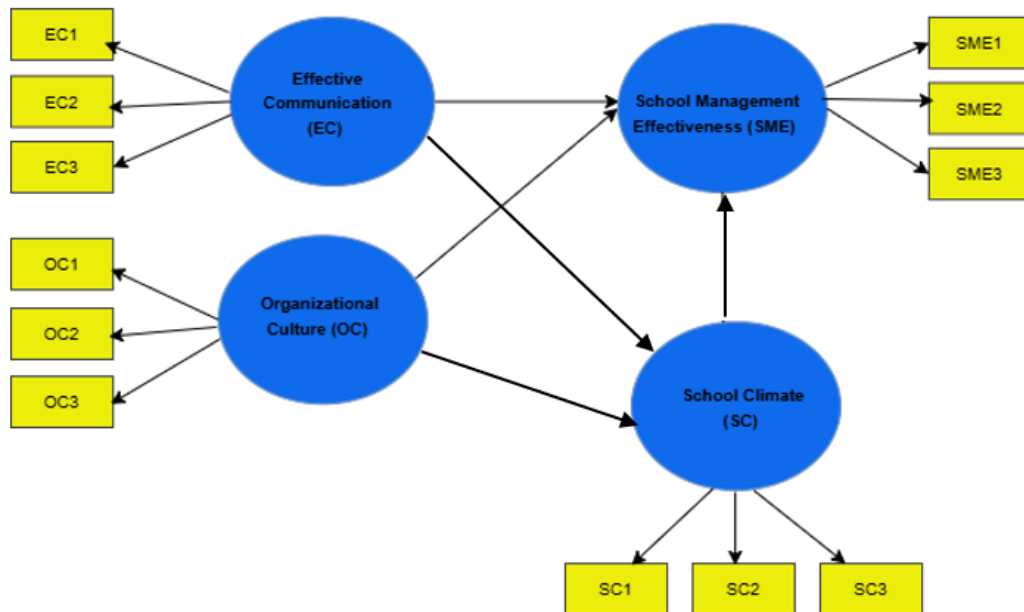
Table 10

SEM model fit indices

Fit Index	Recommended Value	Obtained Value
RMSEA	$\leq .08$	.06
SRMR	$\leq .08$	.05

Figure 3

Structural equation model of school management effectiveness



The results of the SEM offer more evidence as opposed to traditional regression that analyzes both measurement reliability and structural relationships concomitantly. The mediation analysis shows that school climate partially mediates the effect of communication as well as culture on management effectiveness, which makes the model more effective.

Discussion. The findings of this study provide strong empirical support for the proposed conceptual framework and its underlying theoretical foundations. The results demonstrate that effective communication has the strongest direct influence on school management effectiveness, indicating that clear, transparent, and participatory communication significantly enhances coordination, decision-making, and institutional performance. This finding is consistent with prior research emphasizing the role of communication in improving organizational outcomes (Men, 2014) and aligns with Transformational Leadership Theory, which highlights the importance of interpersonal skills and emotional awareness in leadership effectiveness (Goleman, 2020). Organizational culture was also found to have a significant positive effect on school management effectiveness. This

suggests that shared values, trust, and collaborative norms within schools contribute to improved institutional functioning. The finding supports Schein's (2010) perspective that a strong organizational culture fosters employee engagement and enhances performance. Although its effect is slightly lower than communication, it remains a critical determinant of effective school management. The mediation analysis further reveals that school climate plays a significant role in strengthening these relationships. The results confirm that school climate partially mediates the effects of both communication and organizational culture on school management effectiveness. This indicates that while effective communication and organization culture directly influence management outcomes, their impact is enhanced when they contribute to a positive and supportive school environment. This finding is consistent with previous studies highlighting the mediating role of school climate in educational settings (Wang & Degol, 2016).

V. CONCLUSION AND IMPLICATION

This study examined the influence of effective communication and organizational culture on effective school management (termed as school management effectiveness) in private schools of the Kathmandu Valley, with school climate as a mediating factor. The findings reveal that both effective communication and organizational culture significantly contribute to school management effectiveness, with communication showing a slightly stronger impact. These results affirm the importance of effective communication and shared organizational values in enhancing institutional performance. Furthermore, the study confirms that school climate partially mediates these relationships, indicating that the impact of communication and culture is strengthened when they foster a positive and supportive environment. The integration of Transformational Leadership Theory, the theory is supported, as leadership practices play a vital role in shaping communication, culture, and school climate, ultimately influencing management effectiveness.

The study provides important theoretical and practical implications. Theoretically, it contributes to the literature by integrating effective communication, organizational culture and school climate within a single framework, particularly in the Nepalese educational context where such studies are limited. It also strengthens the applicability of Transformational Leadership theory in explaining school management effectiveness. Practically, the findings suggest that school leaders and policymakers should focus on enhancing communication systems, promoting a collaborative organizational culture and creating a supportive school climate. Training programs for school leaders should emphasize communication skills and culture-building strategies to improve institutional performance. These efforts can lead to better decision-making, improved teacher engagement, and enhanced student outcomes.

Despite its contributions, this study has certain limitations that provide directions for future research. First, the study was limited to private schools in the Kathmandu Valley, which may restrict the generalizability of the findings. Future studies can expand the scope to include public schools and other regions of Nepal for broader applicability. Second, the study employed a cross-sectional design; therefore, future research may adopt longitudinal approaches to examine changes over time. Third, additional variables such as leadership

styles, technological integration, and teacher motivation can be incorporated to further enrich the model. Finally, future research may use mixed-method approaches to gain deeper insights into the contextual factors influencing school management effectiveness.

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