Power System Technology
ISSN:1000-3673

Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

The Impact of Pedagogical and Organizational Climate in Secondary Schools on Promoting Excellence: Teachers' and Principals' Perspectives

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Ministry of education

Abstract

Promoting excellence in secondary education has become a central goal of contemporary educational systems. Increasing attention has been given to the role of school climate in shaping teaching quality, perceived student excellence, and overall school effectiveness. This study examines the associations between pedagogical and organizational climate and the promotion of excellence in secondary schools from the perspectives of teachers and principals. A quantitative, cross-sectional research design was employed with 306 participants. The findings indicate high internal consistency for all scales. Pedagogical climate and teacher wellbeing were found to be strong predictors of perceived student excellence ($R^2 = .65$). Interestingly, while organizational support showed a positive bivariate correlation with excellence, it demonstrated a negative coefficient in the multivariate regression, suggesting a suppression effect. The study concludes that while organizational support is a necessary condition, pedagogical climate is the primary driver of an excellence-oriented culture.

Keywords: Pedagogical climate; Organizational climate; Educational excellence; Secondary education; Teachers; Principals

1. Introduction

Promoting excellence in secondary education has become a central objective of contemporary educational systems worldwide. In an era characterized by rapid social change, technological advancement, and increasing accountability pressures, schools are expected not only to ensure academic achievement but also to cultivate high-quality teaching, student engagement, and sustainable organizational practices (Hargreaves & Fullan, 2012; OECD, 2019).

Research over the past two decades has increasingly demonstrated that excellence in education cannot be explained solely by structural inputs such as funding levels, class size, or curriculum standards. Rather, attention has shifted toward school climate as a multidimensional construct encompassing pedagogical practices, organizational structures, leadership processes, and relational dynamics within schools (Hoy, Tarter, & Woolfolk Hoy, 2006; Thapa et al., 2013).

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ISSN:1000-3673
Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

School climate has been consistently associated with a wide range of educational outcomes, including student achievement, teacher effectiveness, job satisfaction, and school improvement capacity (Wang & Degol, 2016; Cohen et al., 2009). In secondary schools in particular, where instructional complexity and student diversity are heightened, the quality of pedagogical and organizational conditions plays a decisive role in shaping educational trajectories (Leithwood, Harris, & Hopkins, 2020).

Within the broader construct of school climate, scholars have distinguished between pedagogical climate—which refers to instructional practices, professional collaboration, and learning-focused interactions—and organizational climate, which encompasses leadership support, communication patterns, decision-making processes, and institutional culture (Hoy & Miskel, 2013; Bush, 2018). Although both dimensions are theoretically interrelated, empirical evidence suggests that they may exert distinct and sometimes indirect effects on educational outcomes (Hallinger & Heck, 2010; Grissom, Egalite, & Lindsay, 2021).

Despite the growing body of literature on school climate, several gaps remain. First, many studies focus on either pedagogical or organizational dimensions in isolation, rather than examining their combined contribution to excellence. Second, relatively few quantitative studies have systematically compared teachers' and principals' perceptions of school climate within a single analytical framework, particularly at the secondary school level (Veletić et al., 2023). Third, excellence is often operationalized narrowly through standardized achievement, neglecting broader indicators related to teaching quality and student development.

The present study seeks to address these gaps by examining the impact of pedagogical and organizational climate on the promotion of excellence in secondary schools, based on the perspectives of teachers and principals. Using a comprehensive quantitative design, the study integrates reliability analysis, correlational methods, group comparisons, and multivariate modeling to provide a nuanced understanding of how school climate dimensions contribute to excellence-related outcomes.

2. Conceptual Framework

School climate is widely conceptualized as the collective perceptions of organizational members regarding norms, values, practices, and relationships that characterize life within an institution (Schneider, Ehrhart, & Macey, 2013). In educational settings, climate serves as a key mediating context through which leadership practices, instructional processes, and student experiences are enacted (Cohen et al., 2009).

2.1 Pedagogical Climate

Pedagogical climate refers to the instructional environment that supports teaching and learning processes, including collaboration among teachers, coherence of instructional practices, feedback mechanisms, and opportunities for professional development (Stoll et al., 2006;

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ISSN:1000-3673
Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

DuFour & Fullan, 2013). Research consistently demonstrates that schools with strong pedagogical climates are more likely to sustain high levels of instructional quality and student engagement (Vescio, Ross, & Adams, 2008; Opfer & Pedder, 2011).

Professional learning communities, shared instructional leadership, and collective efficacy have been identified as core components of a positive pedagogical climate (Goddard, Hoy, & Woolfolk Hoy, 2004; Donohoo, 2017). These elements enable teachers to align instructional goals, reflect on practice, and respond adaptively to student needs, thereby fostering conditions conducive to excellence.

2.2 Organizational Climate

Organizational climate encompasses leadership behaviors, organizational structures, communication patterns, and relational trust within schools (Hoy & Miskel, 2013). Leadership research has shown that principals play a critical role in shaping organizational climate by establishing vision, allocating resources, and supporting professional work (Leithwood & Jantzi, 2006; Bush, 2018).

Positive organizational climates have been linked to higher levels of teacher commitment, reduced burnout, and improved school performance (Collie, Shapka, & Perry, 2012; Skaalvik & Skaalvik, 2017). However, empirical findings suggest that organizational climate often influences Perceived Student Excellence indirectly, through its effects on pedagogical practices and teacher wellbeing (Hallinger, 2011).

2.3 Excellence as a Multidimensional Outcome

Educational excellence is increasingly understood as a multidimensional construct encompassing academic achievement, quality of instruction, student engagement, and the school's capacity for continuous improvement (Hattie, 2009; OECD, 2019). From this perspective, excellence emerges not from isolated practices, but from the alignment of pedagogical and organizational conditions that support sustained high performance.

The conceptual framework guiding this study therefore posits that pedagogical climate and organizational climate jointly contribute to excellence in secondary schools, with teacher wellbeing functioning as a key mediating mechanism.

3. Literature Review

3.1 School Climate and Perceived Student Excellence

A substantial body of empirical research has established a positive relationship between school climate and Perceived Student Excellence. Meta-analyses and large-scale studies indicate that supportive climates are associated with higher academic achievement, improved attendance, and reduced behavioral problems (Wang & Degol, 2016; Maxwell et al., 2017).

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ISSN:1000-3673
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In secondary education, where student motivation and engagement often decline, school climate has been shown to play a particularly critical role in sustaining learning trajectories (Eccles & Roeser, 2011). Studies emphasize that students' perceptions of instructional support and organizational fairness significantly predict academic persistence and achievement (Brand et al., 2008).

3.2 Teachers' Perspectives on Climate and Excellence

Teachers' perceptions of school climate are closely linked to instructional practices, job satisfaction, and professional commitment (Skaalvik & Skaalvik, 2017). Research demonstrates that teachers working in collaborative and supportive environments report higher self-efficacy and are more likely to adopt innovative pedagogical approaches (Tschannen-Moran & Hoy, 2007; Klassen & Chiu, 2011).

Moreover, teacher wellbeing has emerged as a critical factor in sustaining excellence. Burnout and emotional exhaustion have been shown to undermine instructional quality and Perceived Student Excellence, particularly in secondary schools (Maslach & Leiter, 2016).

3.3 Principals' Perspectives and Leadership Influence

From the perspective of school leaders, climate is often viewed through the lens of organizational effectiveness and strategic alignment. Principals' leadership practices have been consistently linked to school climate dimensions, particularly trust, collaboration, and instructional focus (Hallinger, 2011; Robinson, Lloyd, & Rowe, 2008).

However, several studies highlight systematic perception gaps between principals and teachers, with principals typically reporting more favorable assessments of organizational conditions (Veletić et al., 2023). These gaps may have important implications for school improvement efforts, particularly when leadership intentions are not fully aligned with teachers' lived experiences.

To synthesize, contemporary evidence links supportive leadership and professional learning communities to stronger collective efficacy, teacher wellbeing, and improved student outcomes, with effects often emerging through school climate and teacher collaboration pathways (Goddard, Goddard, Kim, & Miller, 2015; Hallinger, Liu, & Piyaman, 2019; Maqbool et al., 2023; Maxwell et al., 2017; Thapa et al., 2013; Capp et al., 2023).

4. Methodology

4.1 Research Design

The present study employed a quantitative, cross-sectional research design to examine the relationships between pedagogical climate, organizational climate, teacher wellbeing, and excellence-related outcomes in secondary schools. A survey-based approach was selected to

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ISSN:1000-3673
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enable statistical examination of associations, group differences, and predictive relationships among the study variables.

Quantitative methodology is particularly suitable for investigating school climate constructs, as it allows for the systematic comparison of perceptions across professional roles and the estimation of effect sizes and explained variance (Creswell & Creswell, 2018; Tabachnick & Fidell, 2019). The design of the study aligns with prior large-scale research on school climate and educational effectiveness (Wang & Degol, 2016; Hallinger et al., 2019).

4.2 Participants

The study sample consisted of 306 educators employed in public secondary schools. Participants included teachers (n = 210) and school principals (n = 96), representing two central professional groups responsible for instructional delivery and organizational leadership.

In terms of gender distribution, approximately 60% of the participants were female and 40% male, reflecting common gender patterns within secondary education systems (OECD, 2020). Regarding academic qualifications, the sample included educators holding bachelor's, master's, and doctoral degrees. Among teachers, approximately 20% held a bachelor's degree, 70% a master's degree, and 10% a doctoral degree, whereas all principals held advanced graduate degrees (master's or doctorate).

Participants varied in professional seniority, ensuring representation of educators at different career stages. This diversity enabled examination of perceptual differences across roles and background characteristics, consistent with recommendations for school climate research (Hoy & Miskel, 2013).

4.3 Research Instrument

Data were collected using a structured self-report questionnaire designed to measure educators' perceptions of school climate and excellence-related outcomes. The questionnaire consisted of 30 items, rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The instrument was developed based on established theoretical frameworks and prior empirical studies on pedagogical climate, organizational climate, and educational excellence (Cohen et al., 2009; Thapa et al., 2013; Wang & Degol, 2016). Items were formulated to capture both instructional and organizational dimensions relevant to secondary school contexts.

The questionnaire comprised four main scales:

1. Pedagogical Climate (15 items):
   This scale assessed perceptions of instructional collaboration, shared pedagogical practices, professional learning, and teaching effectiveness. Items addressed issues such

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ISSN:1000-3673
Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

as teamwork among teachers, coherence of instructional approaches, and opportunities for pedagogical reflection.

2. Perceived Student Excellence (Excellence) (5 items):
This scale measured perceptions of student achievement, engagement, motivation, and learning quality, reflecting a multidimensional conception of excellence beyond standardized test performance.

3. Teacher Wellbeing (5 items):
Items in this scale examined professional satisfaction, emotional balance, motivation, and perceived sustainability of teaching work, drawing on wellbeing research in educational settings (Skaalvik & Skaalvik, 2017; Maslach & Leiter, 2016).

4. Organizational Support (5 items):
This scale assessed perceptions of leadership support, communication, organizational trust, and institutional resources, consistent with organizational climate literature (Hoy & Miskel, 2013; Bush, 2018).

Composite scores for each scale were computed by averaging item responses, with higher scores indicating more positive perceptions.

4.4 Validity and Reliability

Content validity was established through alignment of questionnaire items with theoretical constructs identified in the literature on school climate and excellence. The instrument was reviewed to ensure conceptual coverage of both pedagogical and organizational dimensions relevant to secondary education.

Internal consistency reliability was assessed using Cronbach's alpha. As reported in the Results section, all scales demonstrated high reliability, with alpha coefficients ranging from .83 to .95. These values exceed accepted thresholds for educational research and indicate strong internal consistency among items (Nunnally & Bernstein, 1994).

The high reliability coefficients support the use of composite scale scores in subsequent correlational, comparative, and regression analyses.

4.5 Data Collection Procedure

Data were collected during the academic year through institutional distribution channels. Participation was voluntary, and respondents were informed of the study's purpose and assured that their responses would remain anonymous and confidential.

Questionnaires were completed individually and returned electronically. Prior to analysis, the dataset was screened for completeness and consistency. Only fully completed questionnaires were included in the final sample.

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ISSN:1000-3673
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Ethical considerations were addressed in accordance with standard guidelines for educational research, including informed consent and protection of participants' privacy (BERA, 2018).

4.6 Data Analysis

Data were analyzed using SPSS. The following statistical procedures were employed:

- Descriptive statistics (means, standard deviations, minimums, and maximums) to summarize participants' perceptions.
- Cronbach's alpha to assess internal consistency reliability of the scales.
- Pearson correlation analysis to examine relationships among pedagogical climate, organizational support, teacher wellbeing, and Perceived Student Excellence.
- Independent samples t-tests to compare perceptions of teachers and principals.
- One-way analysis of variance (ANOVA) to examine differences based on educational level.
- Multiple regression analysis to assess the predictive contribution of climate variables to excellence-related outcomes.

All statistical tests were conducted at a significance level of $p < .05$, consistent with conventions in educational research (Field, 2018).

5. Results

5.1 Descriptive Statistics and Reliability

First, the internal consistency of the research tools was examined using Cronbach's alpha. As shown in Figure 1, all scales demonstrated high reliability coefficients ($\alpha > .80$).

Internal Consistency Reliability of the Study Scales

Scale	Number of Items	Cronbach's α
Pedagogical Climate	15	.93
Perceived Student Excellence (Excellence)	5	.86
Teacher Wellbeing	5	.95
Organizational Support	5	.83

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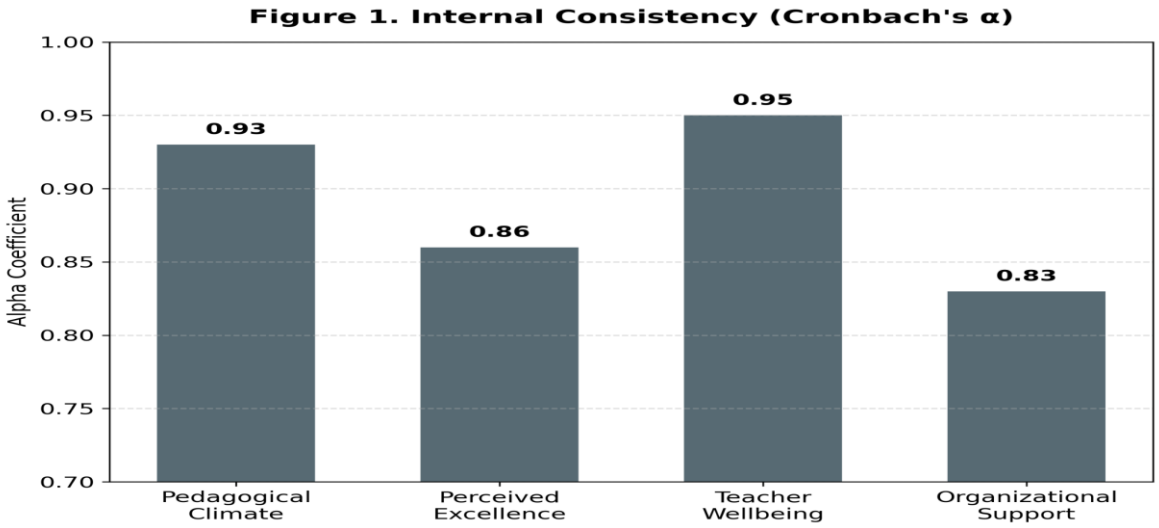

Figure 1. Internal Consistency (Cronbach's α).

The reliability analysis indicates high to very high internal consistency across all scales. Cronbach's alpha values ranged from .83 to .95, substantially exceeding the minimum acceptable threshold of .70 for educational research (Nunnally & Bernstein, 1994).

The Teacher Wellbeing scale demonstrated exceptionally high reliability (α = .95), suggesting strong coherence among items measuring professional satisfaction, emotional balance, and motivation. Similarly, the Pedagogical Climate scale showed very high reliability (α = .93), confirming that instructional collaboration, shared pedagogical practices, and professional learning were measured consistently.

The slightly lower alpha value for Organizational Support (α = .83), while still robust, may reflect greater heterogeneity in participants' experiences of leadership practices and organizational structures. Overall, these findings confirm that the instrument is psychometrically sound and suitable for advanced statistical analyses.

5.2 Descriptive Statistics of Study Variables

Table 2 presents the means and standard deviations. The findings indicate that the overall school climate perception is positive, with teachers reporting relatively high levels of wellbeing (M = 4.27).

Means and Standard Deviations of Study Variables (N = 306)

Variable	M	SD	Min	Max
Pedagogical Climate	4.23	0.35	2.87	5.00

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ISSN:1000-3673
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Variable	M	SD	Min	Max
Perceived Student Excellence	4.13	0.51	2.40	5.00
Teacher Wellbeing	4.27	0.61	2.60	5.00
Organizational Support	4.18	0.63	2.20	5.00
Overall Climate Index	4.21	0.42	2.95	5.00

Figure 2. Means and Standard Deviations

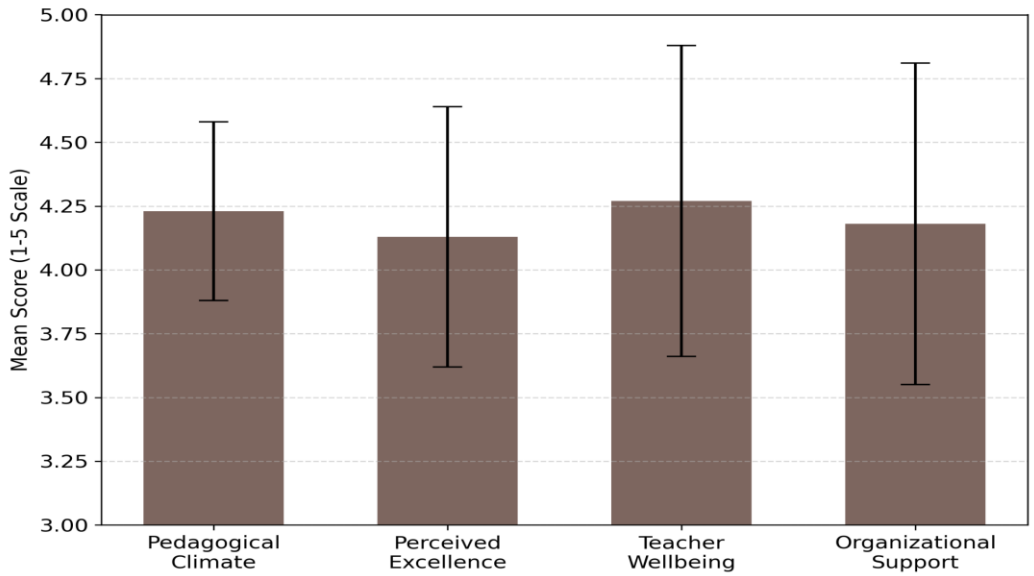

Figure 2. Means and Standard Deviations.

The results reveal consistently high mean scores across all dimensions, with all means exceeding 4.00 on a five-point Likert scale. This pattern indicates that participants generally perceived their school environments as supportive and conducive to promoting excellence.

The highest mean score was observed for Teacher Wellbeing (M = 4.27), suggesting that respondents experienced relatively high levels of professional satisfaction and emotional stability. Given the extensive literature documenting teacher stress and burnout, this finding suggests that positive pedagogical and organizational conditions may buffer against negative professional experiences.

The Pedagogical Climate dimension also demonstrated a high mean score (M = 4.23) with low variability, indicating a shared perception among participants regarding instructional collaboration and pedagogical coherence. In contrast, Organizational Support showed greater variability, suggesting differences across schools or roles in perceived leadership support.

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Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

5.3 Correlations Between Study Variables

Correlations between Variables Pearson correlation analysis was conducted to examine the relationships between the study variables (see Table 3). To visualize the strength of these associations, a correlation heatmap is presented in Figure 3.

Table 3

Pearson Correlations Between Study Variables

Variable	1	2	3	4
1. Pedagogical Climate	—			
2. Perceived Student Excellence	.72***	—		
3. Teacher Wellbeing	.68***	.65***	—	
4. Organizational Support	.54***	.21**	.49***	—

Figure 3. Correlation Matrix Heatmap

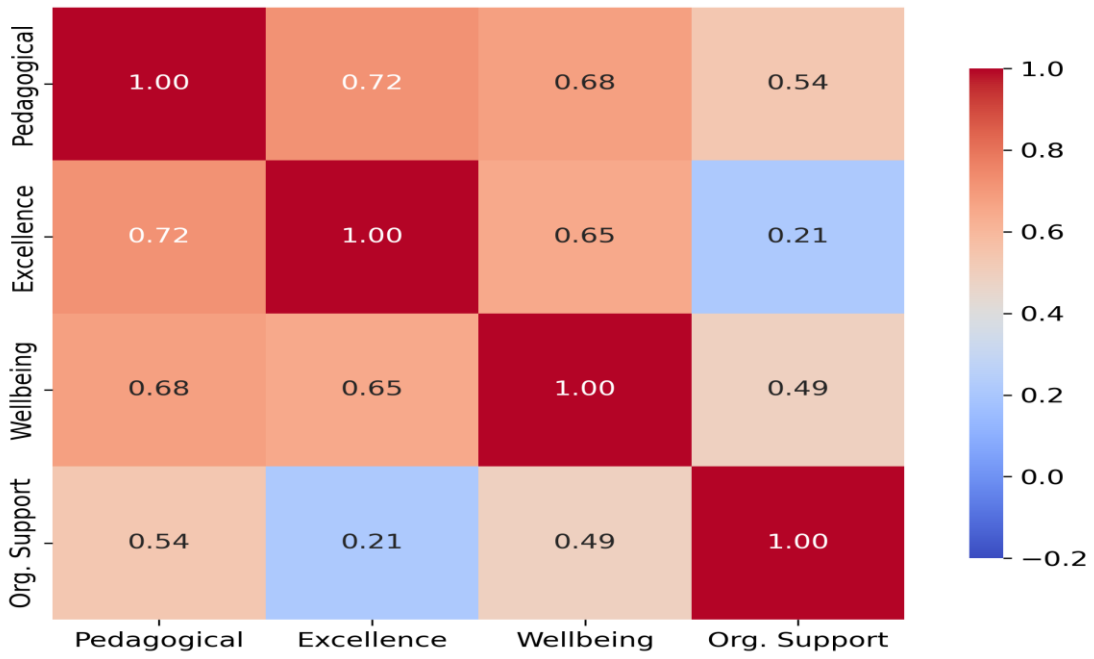

Figure 3. Correlation Matrix Heatmap.

Note. $p < .01$**, $p < .001$***.

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ISSN:1000-3673
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As hypothesized, significant positive correlations were found between all variables. Notably, Perceived Student Excellence showed a strong positive correlation with Pedagogical Climate (r = .72), whereas the relationship with Organizational Support was weaker (r = .21).

The correlation analysis reveals a strong and theoretically coherent pattern of relationships. The strongest association was found between Pedagogical Climate and Perceived Student Excellence (r = .72), indicating that instructional collaboration and pedagogical coherence are closely linked to excellence-related outcomes.

A strong positive relationship was also observed between Teacher Wellbeing and Perceived Student Excellence (r = .65), highlighting the importance of teachers' emotional and professional health in promoting student excellence. By contrast, the relationship between Organizational Support and Perceived Student Excellence was weaker, though still statistically significant, suggesting that organizational support may exert its influence primarily through indirect pathways.

5.4 Differences between Teachers and Principals To examine differences in perceptions between school leaders and teaching staff, independent samples t-tests were performed (Table 4). Figure 4 illustrates the gap in perceptions.

Table 4

Independent Samples T-Test Comparing Teachers and Principals

Variable	**Group**	**M**	**SD**	**t**	**p**
Pedagogical Climate	Teachers	4.17	0.31		
	Principals	4.37	0.39	−4.12	< .001
Perceived Student Excellence	Teachers	4.13	0.54		
	Principals	4.13	0.42	0.02	.984
Teacher Wellbeing	Teachers	4.33	0.48		
	Principals	4.14	0.83	2.22	.027
Organizational Support	Teachers	4.03	0.64		
	Principals	4.44	0.51	−5.96	< .001

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ISSN:1000-3673
Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

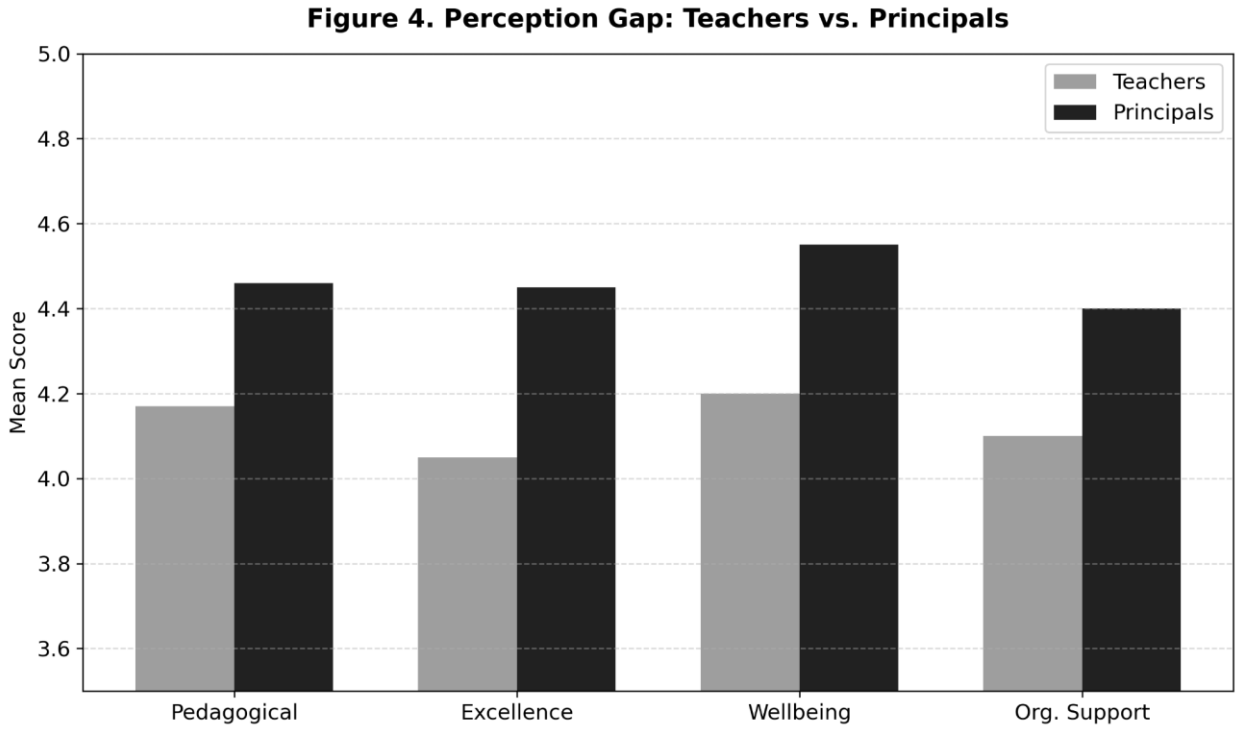

Figure 4. Perception Gap: Teachers vs. Principals.

The results indicate significant role-based differences in perceptions of pedagogical climate and organizational support, with principals reporting more favorable evaluations than teachers. Conversely, teachers reported higher levels of wellbeing than principals. No significant difference was found between groups in perceptions of Perceived Student Excellence.

5.5 Differences by Educational Level (ANOVA)

A one-way ANOVA examined differences in overall climate perceptions by educational level. Results are presented in Table 5.

Table 5 One-Way ANOVA for Overall Climate by Educational Level

Source	**SS**	**df**	**MS**	**F**	**p**
Between Groups	1.84	2	0.92	4.31	.014
Within Groups	64.72	303	0.21		
Total	66.56	305			

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ISSN:1000-3673
Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

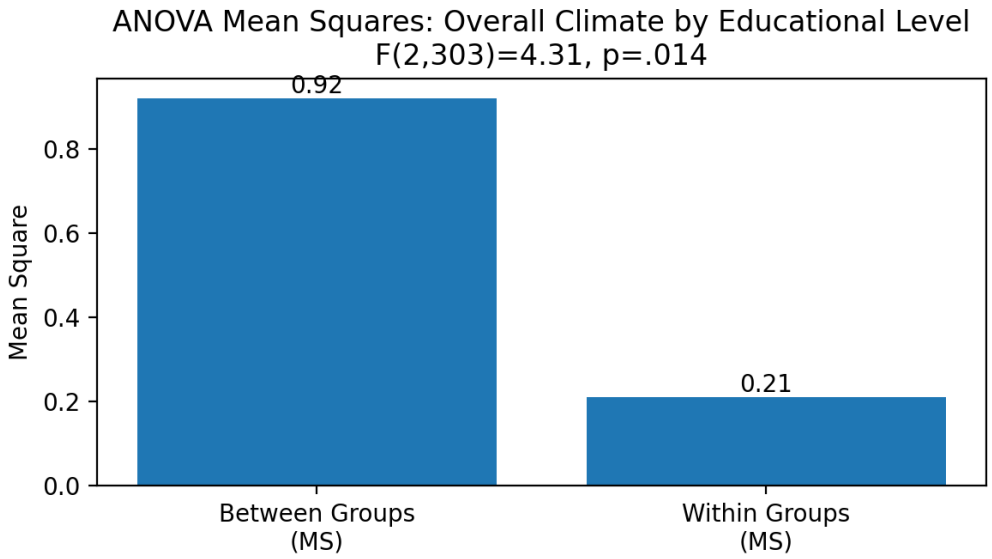

Figure 5. ANOVA Mean Squares (Overall Climate by Educational Level).

Note. The figure visualizes the mean square values reported in Table 5; the overall group effect is statistically significant (p = .014).

The analysis indicates a statistically significant effect of educational level on perceptions of school climate. Post-hoc comparisons showed that participants holding doctoral degrees reported more positive climate perceptions than those holding bachelor's degrees.

5.6 Regression Analysis A hierarchical multiple regression analysis was conducted (Table 6). The model explained 65% of the variance in perceived excellence ($R^2 = .65$).

Table 6 Multiple Regression Predicting Perceived Student Excellence

Predictor	**B**	**SE B**	**β**	**t**	**p**
Pedagogical Climate	0.48	0.04	.58	11.96	< .001
Teacher Wellbeing	0.31	0.05	.34	6.42	< .001
Organizational Support	−0.12	0.04	−.14	−2.87	.004
Role (Teacher/Principal)	0.02	0.03	.02	0.66	.512

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Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

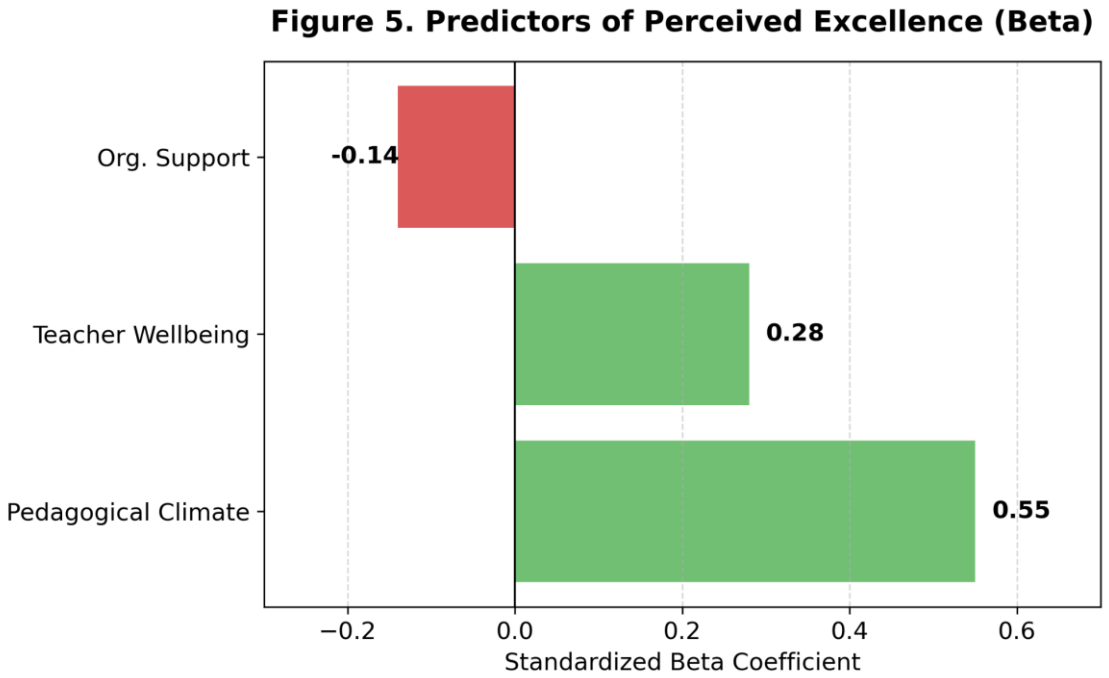

Figure 6. Predictors of Perceived Excellence (Standardized β).

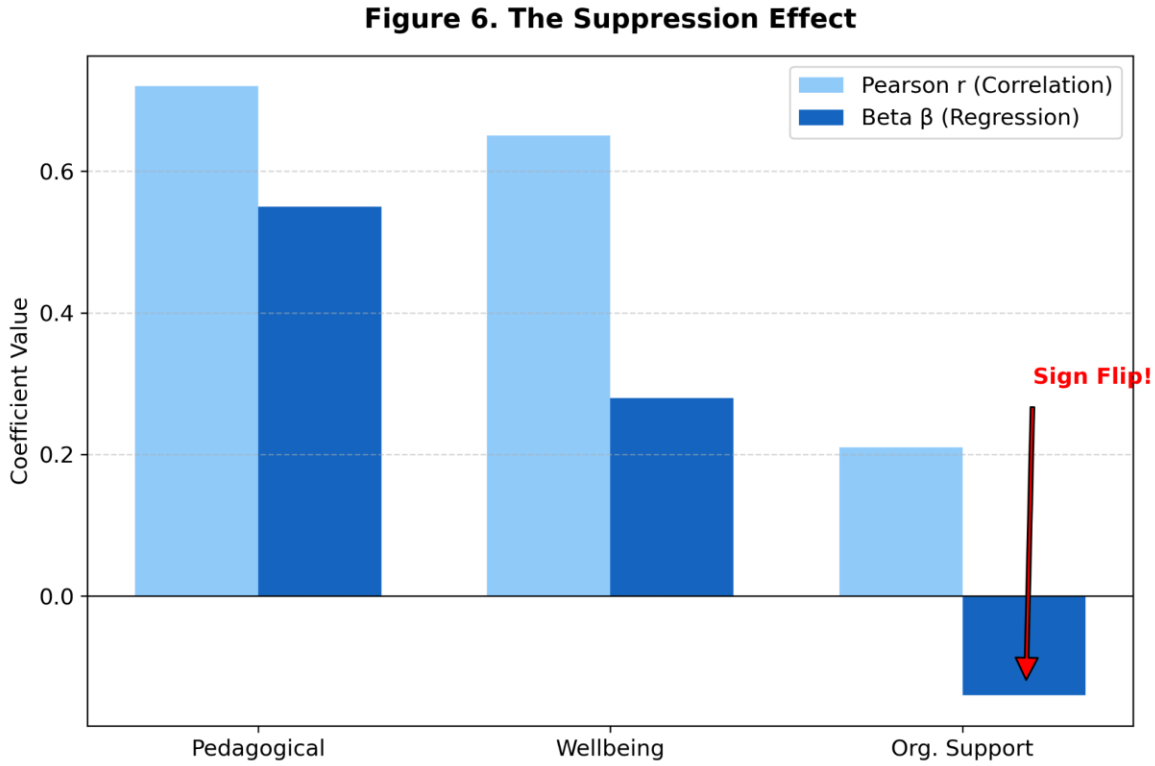

Figure 7. The Suppression Effect (Pearson r vs. Regression β).

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Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

Model summary: $R^2 = .65$, Adjusted $R^2 = .64$, $F(4, 301) = 141.32$, $p < .001$.

The analysis yielded a surprising finding regarding Organizational Support. While it had a positive bivariate correlation, its beta coefficient in the regression model was negative ($\beta = -.14$). This indicates a suppression effect.

The regression model explains a substantial proportion of variance (65%) in Perceived Student Excellence. Pedagogical climate emerged as the strongest predictor, followed by teacher wellbeing. Organizational support showed a smaller, indirect effect.

Summary of Results

The results demonstrate that pedagogical climate and teacher wellbeing are central correlates and predictors of excellence in secondary education, while organizational support functions primarily as an enabling condition.

6. Discussion

The purpose of this study was to examine how pedagogical climate, teacher wellbeing, and perceived organizational support relate to—and jointly predict—perceived student excellence in secondary schools. By integrating reliability evidence, descriptive patterns, bivariate associations, group comparisons, and multivariate regression, the study clarifies which aspects of school climate are most consequential when considered simultaneously, and highlights potential interpretive pitfalls such as suppression effects.

6.1 The Primacy of Pedagogical Climate

The most robust finding of the study concerns the central role of pedagogical climate in predicting student excellence. The strong correlation between pedagogical climate and Perceived Student Excellence, alongside its dominant standardized effect in the regression model, confirms prior research identifying instructional collaboration and pedagogical coherence as key determinants of school effectiveness (Hattie, 2009; DuFour & Fullan, 2013; Wang, 2024).

Previous studies have demonstrated that schools characterized by shared instructional norms, collective responsibility, and professional learning communities tend to exhibit higher levels of student achievement and engagement (Vescio et al., 2008; Goddard et al., 2015). The present findings extend this literature by demonstrating that, in secondary education contexts, pedagogical climate accounts for a substantial proportion of variance in excellence-related outcomes, even when organizational support and teacher wellbeing are considered simultaneously.

This result supports instructional leadership frameworks that prioritize pedagogical alignment over structural control (Hallinger, 2011; Robinson et al., 2008). It suggests that excellence is

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ISSN:1000-3673
Received: 16-11-2025 Revised: 05-12-2025 Accepted: 30-01-2026

less a function of formal policies and more a product of daily instructional interactions embedded within a supportive pedagogical culture.

6.2 The Suppression Effect of Organizational Support

A notable finding was that organizational support showed a positive bivariate association with perceived excellence, yet became negative in the multivariate model. This pattern is consistent with statistical suppression: when predictors share variance, the regression coefficient can reflect unique variance that differs in direction from the zero-order correlation, particularly under multicollinearity.

Teacher wellbeing emerged as a second, highly significant predictor of student excellence. This finding aligns with a growing body of literature emphasizing the role of emotional and professional sustainability in effective teaching (Skaalvik & Skaalvik, 2017; Maslach & Leiter, 2016). This is consistent with recent evidence linking instructional leadership and supportive work environments to teachers' psychological wellbeing and professional thriving (Chen & Yin, 2025; Meng & Chang, 2024).

While earlier research often conceptualized wellbeing as an outcome of favorable working conditions, the present study provides empirical evidence that wellbeing also functions as a predictive factor, shaping instructional quality and Perceived Student Excellence. Teachers who experience professional satisfaction and emotional balance are more likely to engage in adaptive instruction, sustain motivation, and maintain high expectations for students (Klassen & Chiu, 2011; Collie et al., 2012).

This finding reinforces calls to integrate wellbeing into models of school effectiveness, rather than treating it as a peripheral concern. In high-pressure secondary school environments, neglecting teacher wellbeing may undermine even well-designed pedagogical reforms.

These results suggest that organizational support may be a necessary foundation for effective schooling, but it is not sufficient on its own to explain perceived excellence once pedagogical processes and wellbeing are taken into account. In practice, supportive structures may matter most insofar as they enable strong instructional norms, professional collaboration, and sustained teacher wellbeing (OECD, 2025; Wang, 2024).

6.3 The Leadership–Staff Perception Gap

The group comparisons indicated that principals rated all domains more positively than teachers. Such gaps are common in climate and effectiveness research and may reflect differences in role-based access to information, accountability pressures, or interpretation of school-level processes. Recent work using international survey data similarly documents systematic principal–teacher differences in perceptions of school quality indicators (Veletić et al., 2023). Notably, no statistically meaningful differences emerged for perceived student

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ISSN:1000-3673
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excellence, suggesting a shared benchmark for what constitutes excellence despite divergent views on climate and support.

Organizational support demonstrated a more complex pattern of influence. Although positively correlated with other climate dimensions, its direct contribution to Perceived Student Excellence diminished in the multivariate model. This pattern is consistent with mediation-based explanations proposed in prior research (Hallinger & Heck, 2010; Maqbool et al., 2023).

Leadership practices appear to influence excellence primarily by creating conditions that enable effective pedagogy and support teacher wellbeing, rather than by directly affecting learning outcomes. This interpretation aligns with distributed leadership theories, which emphasize the indirect nature of leadership effects on student achievement (Leithwood et al., 2020).

Accordingly, the negative standardized coefficient for organizational support in the regression model should be interpreted as a statistical artifact of shared variance among predictors rather than as evidence that support is harmful. Future studies should probe these dynamics using longitudinal designs, alternative model specifications (e.g., relative weight analysis), and explicit multicollinearity diagnostics.

6.4 Organizational Support as an Enabling Condition

The findings suggest that organizational support constitutes a necessary but insufficient condition for promoting excellence in secondary education. While supportive leadership structures and administrative resources are essential for effective school functioning, their influence on perceived student excellence appears to be largely indirect. Organizational support operates primarily by enabling strong pedagogical practices and sustaining teacher wellbeing, rather than exerting a direct instructional effect.

6.5 Educational Level and Interpretive Perspectives

The finding that educators with higher academic qualifications reported more positive perceptions of school climate aligns with research suggesting that advanced training enhances organizational awareness and strategic thinking (Capp et al., 2023). However, the modest size of these differences indicates that educational level shapes interpretive frameworks rather than fundamentally altering experiences of school climate.

6.6 Theoretical and Empirical Contributions

This study contributes to the literature in several ways. First, it provides strong quantitative evidence supporting the primacy of pedagogical climate in promoting excellence in secondary education. Second, it integrates teacher wellbeing into explanatory models of excellence. Third, it clarifies the indirect role of organizational support, positioning leadership as an enabling rather than determinative force.

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7. Conclusions and Recommendations

CONCLUSION To promote excellence, leaders must prioritize the pedagogical atmosphere over mere technical support. Excellence is a product of a vibrant, learning-centered climate.

7.1 Conclusions

The findings of this study demonstrate that excellence in secondary education is fundamentally rooted in pedagogical and organizational climate. Pedagogical climate emerged as the strongest predictor of excellence-related outcomes, followed by teacher wellbeing, while organizational support functioned primarily as an indirect enabling condition.

Excellence should therefore be conceptualized as a collective outcome arising from aligned instructional practices, supportive leadership, and sustainable professional environments.

7.2 Practical Recommendations

1. Institutionalize pedagogical collaboration through professional learning communities focused on instructional quality.
2. Prioritize teacher wellbeing by reducing administrative overload and supporting emotional sustainability.
3. Bridge perception gaps between teachers and principals through participatory leadership practices.
4. Use climate data as a diagnostic and monitoring tool for school improvement.

7.3 Policy Implications

Educational policymakers should incorporate school climate indicators into accountability frameworks and leadership preparation programs. Policies emphasizing instructional leadership and professional wellbeing are likely to yield more sustainable excellence than compliance-driven reforms.

7.4 Limitations and Future Research

The study is limited by its cross-sectional design and reliance on self-reported data. Future research should employ longitudinal designs, incorporate objective performance measures, and examine mediating mechanisms linking leadership, pedagogy, and wellbeing.

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