Research Article

Effect of Organizational Climate on Decision Making Power of Principals of Private and Government Secondary School

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ARTICLE INFO	ABSTRACT
	The study looks at how organisational atmosphere affects principals' decision-making power in private and government secondary schools. Using a quantitative technique, data was obtained from 200 principals via standardized questionnaires on a five-point Likert scale. Correlation study found a substantial positive association between organizational climate as well as decision-making power, resulting in a Pearson correlation coefficient of 0.908 (p < 0.01), suggesting better decision-making capabilities. The ANOVA results revealed a statistically significant variation in decision-making power among principals in government (mean = 16.72) and private schools (mean = 16.89, F = 2.935, p = 0.033). Regression research found that leadership style, communication flow, and work culture significantly influenced decision-making power, accounting for 29.2% of the variance (R^2 = 0.292). Work culture had the most significant impact (β = 0.323, p < 0.001). Regression study revealed a moderately beneficial impact of organizational climate on decision-making challenges for principals (β = 0.496, R^2 = 0.246, p < 0.001). These findings emphasize the crucial role of organizational climate in determining the decision-making authority of school administrators, underlining the requirement for strategic adjustments in both public and public-school contexts to promote leadership effectiveness.

Key Words: Organizational Climate; Decision Making; Leadership Style; Work Culture; Secondary School; Principals. |

1. Introduction

In today's competitive world, employee competence is critical to an organization's ultimate success and survival. The necessary information, skills, and behaviour are required for an organisation to achieve its objectives. According to Jing et al. (2014), only employees who concentrate on their responsibilities, display innovation, and are committed to their jobs feel at ease in the workplace. Employees' high aspirations are linked to an appropriate atmosphere within the organisation (Afanasyev et. al., 2019). School is similar to an organisation in that diverse people in different roles work together under the same circumstances to attain the intended goals. Organisational climate (OC) is critical among all of these characteristics since it encompasses various aspects of the school (Atasoy, 2020). According to Jokanović et al. (2020), an educational institution's organisational climate has a significant impact on the decision-making ability of its leaders, especially school principals who oversee academic and administrative operations. Organizational climate, widely defined as the common perceptions of rules, methods, and procedures, sets the tone for how judgements are made and implemented in a school setting (Schneider et. al., 2013). According to Lazaridou and Tsolakidis (2011), organizational climate refers to the atmosphere in which employees accomplish their jobs at work. Principals in both private and public secondary schools must traverse complex variables such as leadership styles, communication patterns, workplace culture, and external governance frameworks (Kalkan et al., 2020). These characteristics can either empower or constrain a principal's ability to make independent, effective judgements (Shepherd-Jones and SalisburyGlennon, 2018; Fullan, 2023). The current study focusses on the relationship between organizational climate and the decision-making authority of principals in both private as well as

government secondary schools, attempting to understand how various characteristics of the school environment affect leadership efficacy and decision autonomy.

Understanding how organisational environment influences principals' decision-making authority is critical because it has a direct impact on school administration, teacher effectiveness, student engagement, and the overall educational experience (Zahed-Babelan et al., 2019). Curriculum creation, staff appointments, resource distribution, student discipline, and following governmental or institutional policies are all important aspects of a principal's job (Gemechu, 2014). While all principals are responsible with leading their schools efficiently, the organisational atmosphere can substantially influence their decision-making latitude. Principals who work in schools that promote open communication, collaboration, and innovation are more inclined to feel empowered and make independent choices that benefit the school (Ersozlu et al., 2024; De Jong et al., 2022). Principals who work in workplaces with strict hierarchies, unclear duties, and inadequate assistance may feel constrained, resulting in reactive or compliant decision-making with higher authority rather than strategic or visionary.

The comparison of private and public secondary schools adds another layer to this analysis. Private schools frequently function under a more flexible and market-driven organisational structure, giving principals greater decision-making latitude (Adamson, 2012). Private school governance typically allows for greater flexibility in recruiting, curriculum selection, and budget management, allowing administrators to fit school policies with their leadership vision (Bulkley et al., 2021). In contrast, government schools are often more regulated, with principals having to traverse bureaucratic processes, adhere to standardised procedures, and comply with government demands (Terosky, 2014). This can limit principals' decision-making ability in government schools because they may need to seek clearance from higher-ups before enacting changes (Balla et al., 2017). However, government schools can provide a more stable environment in terms of finance, job security, and access to resources, which can affect the organisational climate positively, depending on the level of government backing and leadership quality.

Several elements influence the organisational climate of both private and public schools, including leadership styles, teacher morale, resource availability, policy frameworks, and external influences like community expectations or government restrictions (Gupta, 2021). A positive organisational climate is one in which employees feel encouraged, communication channels are open, and there is a common vision for the school's goals (Sapian, 2020). In such cultures, principals are likely to have more influence over decision-making processes, because they can rely on the backing of their staff and feel confident in their leadership (Scallon et. al., 2023; Torlak et. al., 2022). In contrast, a bad organisational climate, characterised by conflict, lack of support, or rigid hierarchies, can weaken the decision-making authority of principals, as they may face opposition from personnel or feel confined by the institution's culture.

The purpose of the research is to investigate the impact of organisational climate on the decision-making capacity of principals in private and public secondary schools. The study intends to determine how several elements of organisational climate, such as leadership style, communication flow, and work culture, influence school principals' decision-making authority. Furthermore, it tries to examine principals' decision-making power in private and public schools, as well as the obstacles they encounter in various organisational environments. The study also intends to make recommendations for improving organisational climate and investigate the function of policy frameworks and governance structures in defining the decision-making environment for principals. The following research questions are based on the study's aforementioned purpose:

Q1. What is the relationship between the organizational climate and the decision-making power of principals in private and government secondary schools?

Q2. How does the decision-making power of principals differ between private and government secondary schools in relation to the organizational climate?

Q3. How do different dimensions of organizational climate, such as leadership style, communication flow, and work culture, influence the decision-making power of principals?

Q4. What challenges do principals face in exercising decision-making authority in different organizational climates in private and government secondary schools?

Q5. What recommendations can be made to improve the organizational climate to enhance the decision-making power of school principals?

Q6. How do policy frameworks and governance structures influence the organizational climate and decision-making environment for principals in private and government secondary schools?

2. Literature Review

Forfang and Paulsen (2024), examined the association between school leaders' core behaviors, organizational school atmosphere, and student academic achievement in elementary and secondary rural schools in a Norwegian county. The research approach was a crosssectional study based on ratings from 275 instructors in 20 rural schools, divided into two subgroups of 10 'high-performing' and 10 'low-performing' schools. The multivariate analysis and comparison between subgroups revealed that two separate fundamental practices of school leadership emerged as crucial in Norwegian rural schools. Furthermore, the results suggested that in the higher performing rural schools, teachers reported a more favourable organizational school climate, with higher levels of collaborative learning and self-confidence, than in the opposite sub-group.

Wardana et. al., (2024), examined how principal leadership style along with school culture influence teacher effectiveness. The 100 teachers who performed the quantitative survey provided data via observations, interviews, and questionnaires. The data was analysed using a correlation method, simple but effective multiple regression analysis, along with additional techniques. With an R2 (Coefficient of Determination) of 25%, the data indicated that the principal's leadership style had a positive and significant impact on teacher performance. According to simple linear regression, the principal's leadership style score climbed by one unit, bringing the teacher performance score up to 72.5. With an R2 of 27%, school culture has a considerable and positive effect on teacher performance. In accordance with the regression analysis, a teacher's performance rating of 70.8 will rise for each lesson that the school culture score improves. There will be a 48.4 increase in teacher performance each score that the principal's leadership style as well as school culture ratings are raised, either separately or jointly.

Adriana et. al., (2023), sought to assess the significance of organizational climate along with motivation for achievement on teacher performance at SMKN 1 Percut Sei Tuan. This was a quantitative study that used causal comparative research (ex post facto). The population consists of 88 teachers from SMKN 1 Percut Sei Tuan, who form the sample for the study. The study included a data questionnaire on organisational atmosphere, achievement motivation, and instructor performance. Data was analysed using route analysis. The organisational climate has a considerable influence on teacher performance at SMKN Percut Sei Tuan by 87.6%. The better the organisational climate, the higher the teacher's performance. accomplishment motivation affects teacher performance at SMKN 1 Percut Sei Tuan by 89.2%, the stronger the accomplishment motivation, the better the instructor's performance. Organisational atmosphere and achievement motivation have a strong effect on teacher performance at SMKN 1 Percut Sei Tuan by 90.9%.

Setyawati (2023), The study looked into the impact of organisational culture on teacher performance, the impact of principal leadership on teacher performance, the impact of motivation on teacher performance, and the relationship between motivation, principal leadership, and organisational culture. The research employed a quantitative approach and a questionnaire as a research tool. Data were gathered from forty-five early childhood schoolteachers. The collected data is then analysed quantitatively using simple linear regression and multiple linear regression. The investigation found no significant impact of organisational culture on teacher performance, with a value of 0.618 > 0.05 and a t-count value of 0.502 < t-table 2.019. With a value of 0.001 < 0.05 and a t-count of 3.751 > t-table of 2.019, the principal leadership variable has a positive and substantial impact on teacher performance. The motivating variable has a positive and substantial impact (p-value = 0.033 < 0.05, t-count = 2.208 > t-table = 2.019). Organisational culture, principal leadership, and motivation have a significant and simultaneous impact on teacher performance (p-value = 0.000 < 0.05, f-count = 30.968 > f-table 2.83).

Barnová et. al., (2022), presented preliminary findings from a research study on the organisational climate in vocational schools as viewed by teachers. Special emphasis is placed on the leadership style used by school leaders, as well as the presence of correlations between school leaders' and teachers' behaviour in schools. On a sample of 474 vocational schoolteachers, the organisational climate was assessed using the standardised OCDQRS, which was tailored to the conditions of the Slovak educational environment. The scale measures five dimensions. Supportive principal behaviour, directive principal behaviour, engaged teacher behaviour, frustrated teacher behaviour, and intimate teacher behaviour, allowing for the computation of the Index of School Climate Openness, which is a measure of the quality of the organisational climate. The findings indicated the presence of links between teacher and principal behaviour and school climate openness. It is reasonable to suppose that the leadership style used in an institution can have an impact on the quality of interpersonal connections and teacher behaviour, both positively and negatively. As a result, it is critical to focus on creating a favourable organisational climate in schools, which offers a challenge for school leaders and educational systems that should provide school leaders with adequate development opportunities in the field of school leadership.

Agustina et. a., (2021), determined the impact of school principal leadership and school climate on the work productivity of SMK Pharmacy teachers in Palembang. The data for the study were gathered through the distribution of questionnaires to respondents. The questionnaire responses were examined using multiple regression analysis, including the t test, F test, and coefficient of determination test. The study included all teachers from 8 schools in Palembang who teach at the Pharmacy Vocational School, for a total of 151 participants. The sample in the study was determined using the Slovin formula. As a result, 110 teachers were sampled for the study. The study's findings show that there is a significant influence of school principal leadership on teacher work productivity, a significant influence of school climate on teacher work productivity, and a significant influence of school principal leadership and school climate combined on teacher work productivity. This document helps educational principals strengthen leadership and climate in order to have extremely good teacher work productivity.

Gupta (2021) investigated the pattern of principals' decision-making approaches and their impact on the organisational health of government and private schools in Delhi's nine districts. The sample comprised of 27 private and 27 government schools in these districts. All principals, as well as two PGTs and two TGTs from each school, for a total of 216 instructors, were included. Principals were given a decision-making style situation exam, while teachers were given an Organisational Health questionnaire. The data collected from these 54 schools was analysed using both qualitative and quantitative methods. The majority of the findings did not

align with the hypothesised assumptions. The majority of principals follow. Heuristic decision-making style. The routine decision-making technique was the least followed. Routine decision-making style was negatively linked to organisational climate, with a correlation coefficient of -0.5. It was discovered that principals of private schools were more creative in their decision-making than principals of government schools. The study categorically indicates that any principal's decision-making style will affect every member of an organisation in some way, albeit to varying degrees. It is hoped that the findings of the study would be useful in the selection, recruitment, and other development practices for the employees in educational institutions, as it is seen that Heuristic decision-making style, and its facets were significantly positively correlated with innovative work behaviour and its facets.

Al-Kurdi et. al., (2020), evaluated the role of organisational climate, as operationalised by organisational leadership, and trust in academics' knowledge in HEIs. The study used the partial least squares (PLS) approach with variance-based structural equation modelling (SEM). Results from a study of 257 academics show that organisational atmosphere has a particularly high influence on academics' KS practices. Furthermore, organisational leadership and trust had a favourable impact on professors' KS behaviour. The findings suggested that it is crucial to consider organisational aspects and their interactions when understanding and supporting academics' information sharing behaviour in the setting of higher education institutions.

Dinibutun et. al., (2020), studied the impact of organisational climate on professor burnout at both public and private colleges. Using the survey method, 984 responses were obtained from faculty members. To verify the reliability and validity of both the measurement and the structural model, covariance-based structural equation modelling was used. The study's findings mainly supported the predictions, indicating that all elements of organisational climate had a detrimental effect on faculty members' emotional weariness. While the balanced workload, clarity of task, cohesion, and ethical dimensions within the organisational climate produced a negative effect on the depersonalisation of faculty members, the lack of clarity of task and ethical dimensions contributed negatively to the reduced personal accomplishment. Furthermore, the study found that state university faculty members who exhibited the cohesion dimension of organisational environment were less likely to be emotionally tired, whereas cohesion among private university faculty members had a negative impact on depersonalisation. Theoretical and practical consequences of organisational climate variables and burnout levels among faculty members were examined.

Luqman et al., (2020), studied the effect of organisational climate on the job performance of physical education instructors. For this goal, a quantitative approach was applied, specifically a survey study design. 169 Instructors favoured Physical Education using the stratified sample technique. The data was collected using a structured questionnaire. The data was evaluated by inferential statistics (linear and multiple regression). The study's findings revealed that the organisational climate has a substantial impact on job satisfaction. All factors of organisational climate help to improve Instructors' Physical Education performance. The current study indicated that Instructors of Physical Education not only feel comfortable in a healthy organisational climate, but also raise their level of performance. The study also showed that an efficient communication structure, a reward system, teamwork, career growth, and good planning and decision-making processes are important factors in improving the performance of Physical Education Instructors. Keeping in mind the results of the current study, it is advised that the head of the institution may emphasise or create supportive culture in their respective educational institutions to improve the performance of teachers' physical education.

Pecino et. al., (2019), used the work demands-resources model to study the links between organisational environment, role stress, and employee well-being (burnout and job satisfaction) in public companies. This is a descriptive, cross-sectional study. A total of 442 governmental employees took part in the study. A structural equation model was created (organisational climate, work satisfaction, burnout, and role stress). Organisational climate correlates with role stress (−0.594), work satisfaction (0.746), and burnout (−0.408), while role stress correlates with burnout (0.953) and job satisfaction (-0.685). Burnout and job satisfaction have a significant negative connection (−0.664). The study demonstrates that a positive organisational climate may lead to less stressed and burned-out workers and, at the same time, more contented employees with enhanced well-being.

3. Research Gap

The study's research gap is a comparison of how organisational atmosphere effects decisionmaking power in private and government schools. While previous research has focused on organisational climate or decision-making in isolation, there is a lack of comprehensive research that investigates the complex relationship between various dimensions of organisational climate—such as leadership style, communication flow, and work culture—and school principals' decision-making authority. Furthermore, the specific issues faced by principals in various organisational climates, notably in terms of policy frameworks and governance structures, remain unexplored, especially in the context of Indian educational institutions. The study tries to fill this vacuum by comparing the organisational climates of private and government schools, as well as proposing recommendations to improve the decision-making authority of principals in both settings.

4. Theoretical Framework and Model

The theoretical framework shown in the graphic depicts the interactions between several variables that influence decision-making. The independent variable is "Organisational Climate," which is divided into three major components: Leadership Style, Communication Flow, and Work Culture. These factors have a direct impact on the overall organisational climate. The framework's dependent variables are "Decision-Making" and "Challenges in Exercising Decision-Making," showing that the organisational environment, moulded by its subcomponents, influences both decision-making processes and obstacles in exercising decision-making. The model additionally includes "Schools" as a control variable, implying that the type of school (private or government) influences the link between organisational climate and dependent variables. This paradigm is useful for analysing how different characteristics of the organisational climate influence leadership decisions and the obstacles in making decisions in educational institutions.
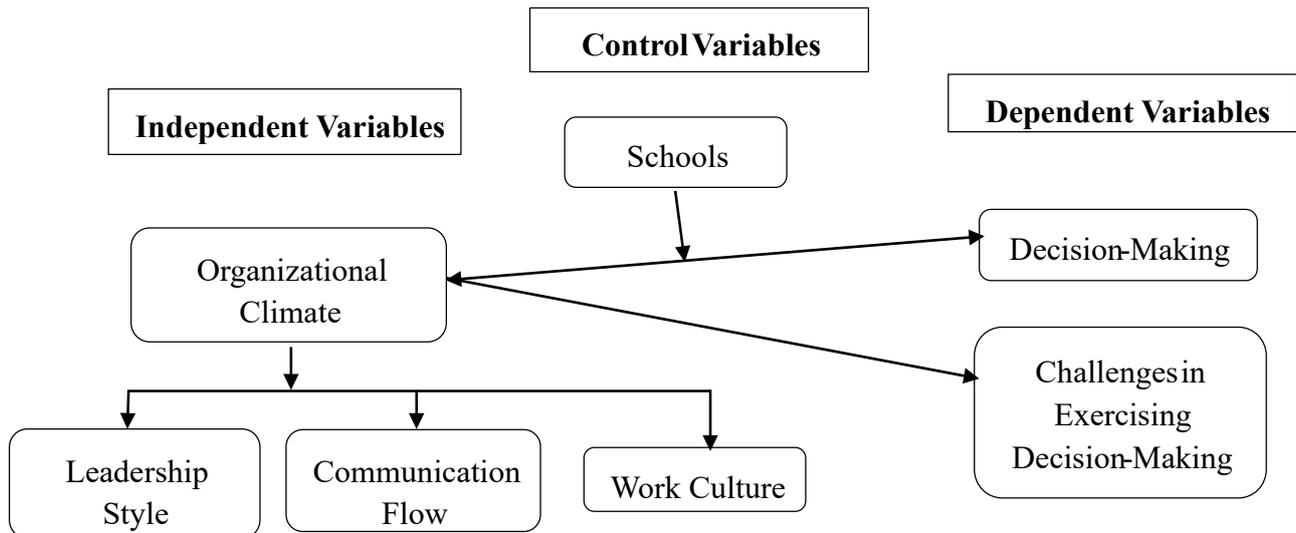
Figure 1: Factors Influencing Decision-Making Power of Principals in Private and Government Secondary Schools
Source: *Designed (Diagram) by Author*

5. Research Design and Methodology

5.1 Objectives:
• To examine the relationship between organizational climate and decision-making power of principals in private and government secondary schools.
• To compare the decision-making power of principals in private versus government secondary schools in relation to organizational climate.
• To assess the influence of various dimensions of organizational climate (e.g., leadership style, communication flow, and work culture) on the decision-making of principals.
• To identify the challenges faced by principals in exercising decision-making authority in varying organizational climates of private and government secondary schools.
• To provide recommendations for improving the organizational climate to enhance the decision-making power of school principals.
• To explore the role of policy frameworks and governance structures in shaping the organizational climate and decision-making environment for principals in private and government schools.

5.2 Hypothesis:
Based on the literature reviewed, hypotheses for the study are as follows:
H1: There is a significant relationship between the organizational climate and the decisionmaking power of principals in private and government secondary schools.
H2: The decision-making power of principals in private secondary schools differs significantly from that of principals in government secondary schools in relation to the organizational climate.
H3: Various dimensions of organizational climate, such as leadership style, communication flow, and work culture, significantly influence the decision-making power of school principals.
H4: Principals in private and government secondary schools face distinct challenges in exercising decision-making authority, which are influenced by the organizational climate of their respective institutions.

5.3 Description of the Data:

The positivist paradigm serves as the philosophical foundation for the study. The study takes a quantitative approach, using structured questionnaires to collect primary data. The questionnaire includes closed-ended questions with a five-point Likert scale, allowing respondents to express their level of agreement or disagreement with various claims about organisational climate and decision-making power. This strategy ensures the acquisition of quantifiable data, which aids in statistical analysis. The study focusses on secondary school principals in chosen districts, comparing attitudes of private and government institutions. A stratified random sampling technique is used to assure representation from both private and government schools, with a total sample size of 200 principals—100 from private and 100 from government schools. The sample size is regarded sufficient to reach statistical significance and ensure the accuracy of the results. The bulk of respondents were between the ages of 30-39 (30.5%) and under 30 (29.5%), with those aged 50 and up constituting the lowest proportion (12%). Gender representation favours males (63%) over females (37%). In terms of educational qualifications, PhD holders make up the largest group (31%), followed by master's degree holders (30%). Principals' experience varies, with 22% having more than 20 years and 18% having less than 5 years. The sample is evenly split between government and private secondary schools, accounting for 50%. Geographically, the majority of schools (37.5%) are in suburban locations, followed by urban (33.5%) and rural settings (29%). Enrolment levels also vary, with
28.5% of schools having fewer than 200 students and another 28.5% having 501-1000 students. Finally, the administrative staff count spans from 1 to more than 20, with the 6-10 staff category having the highest proportion (27%). This distribution demonstrates a balanced mix of age, gender, educational background, experience, and school type, offering a thorough knowledge of the demographic landscape of the principals polled.

Table 1: Demographic Profile of the Respondents

S No.	Demographic Characteristics	Category	N	%
1	Age	Under 30 Years	59	29.5%
		30-39 Years	61	30.5%
		40-49 Years	56	28.0%
		50 Years and Above	24	12.0%
2	Gender	Female	74	37.0%
		Male	126	63.0%
3	Educational Qualification	Bachelor's Degree	50	25.0%
		Doctorate	62	31.0%
		Master's Degree	60	30.0%
		Other	28	14.0%
4	Years of Experience as a Principal	Less than 5 years	36	18.0%
		5-10 years	43	21.5%
		11-15 years	35	17.5%
		16-20 years	42	21.0%
		More than 20 years	44	22.0%
5	Type of School	Government Secondary School	100	50.0%
		Private Secondary School	100	50.0%
6	Location of School	Rural	58	29.0%
		Suburban	75	37.5%
		Urban	67	33.5%
7	Number of Students Enrolled in the School	Less than 200	57	28.5%
		200-500	44	22.0%
		501-1000	57	28.5%
		More than 1000	42	21.0%
8	Administrative Staff in the School	1-5 Staffs	53	26.5%
		6-10 Staffs	54	27.0%
		11-20 Staffs	43	21.5%
		More than 20 Staffs	50	25.0%

Source: *Designed (Table) by Author*

5.4 Statistical Methodology:

The statistical methodology used in the study is a combination of quantitative data analysis techniques in Microsoft Excel and IBM SPSS 25.0. Descriptive statistics such as mean, standard deviation, and frequency distribution will be used to summarise data on organisational climate and principal decision-making power in private and public secondary schools. Pearson's correlation analysis will be performed to examine H1 and assess the association between organisational atmosphere and decision-making power. An Anova Test will be used to test H2, which compares principals' decision-making capacity in private and public schools. For H3, multiple regression analysis will be used to assess the impact of several organisational climate factors (such as leadership style, communication flow, and work culture) on decisionmaking capacity. Finally, for H4, a regression analysis will be performed to determine the issues that principals in private and government schools confront in terms of organisational environment. These studies will provide insights into the hypotheses and enable data-driven conclusions.

6. Data Analysis and Results 6.1 Reliability of Questionnaire:

Cronbach's Alpha is a regularly used metric for determining the trustworthiness of measurement tools. The questionnaire's reliability testing, as shown in Table 2, revealed a good level of internal consistency. With a Cronbach's Alpha rating of 0.939 over 23 items, the questionnaire is highly reliable, implying that the items consistently measure the intended construct. Cronbach's Alpha values near to one indicated that the construct's components were consistent in their scope and meaning (Cronbach, 1971).A Cronbach's Alpha number of 0.7 is usually deemed acceptable, while values above 0.9 indicate very good reliability, reaffirming the questionnaire's robustness in gathering valid data for the study.

Table 2: Reliability Testing of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	23

Source: *Results Table Extracted from SPSS*

6.2 Reliability of Construct:

Table 3 shows the reliability coefficients for the numerous constructs tested in the study, with Cronbach's Alpha as the metric. The results show a high level of internal consistency across all components. The Organisational Climate and Decision-Making constructs have outstanding dependability, with Cronbach's Alpha values of.880 and.894, respectively. Other constructs, such as Work Culture (.890), Challenges in Decision-Making (.841), and Communication Flow (.836), are similarly highly reliable, whereas Leadership Style has a somewhat lower but still adequate reliability coefficient of.807. Overall, these findings imply that the constructs used in the study are credible markers of their respective theoretical notions. This supports the validity of the research measures.

Table 3: Reliability of Construct

Construct	Cronbach's Alpha
Organizational Climate	.880
Decision Making	.894
Leadership Style	.807
Communication Flow	.836
Work Culture	.890
Challenges in Exercising Decision-Making	.841

Source: *Results Table Extracted from SPSS*

6.3 Hypothesis Testing:
H1: There is a significant relationship between the organizational climate and the decision-making power of principals in private and government secondary schools.

Table 4: Correlation Analysis

Hypothesis	Factor			Correlation		Hypotheses Supported
		Mean	SD	Pearson Correlation (r)	Sig value	
H1	Organizational Climate	16.4850	4.40988	.908**	0.000	Supported
	DecisionMaking	16.8050	4.28002			
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: *Results Table Extracted from SPSS*

Table 4 shows a strong positive link between organisational atmosphere and decision-making power (r = 0.908, p < 0.01). This substantial positive association indicates that when the organisational climate improves, principals' decision-making power in secondary schools increases. The statistics support the hypothesis (H1) that there is a strong association between organisational atmosphere and decision-making authority. The mean scores for organisational climate and decision-making are 16.4850 and 16.8050, respectively, with standard deviations of 4.40988 and 4.28002, indicating response variability.

H2: The decision-making power of principals in private secondary schools differs significantly from that of principals in government secondary schools in relation to the organizational climate.

Table 4: ANOVA Analysis

Hypothesis	Variables	Factor			Anova		Hypotheses Supported
		School Type	Mean	SD	F	Sig value	
H2	DecisionMaking Power of Principals	Government	16.7200	4.07525	2.935	0.033	Supported
		Private	16.8900	4.49443			

Source: *Results Table Extracted from SPSS*

Table 4 shows the ANOVA results for Hypothesis 2, which looks at the difference in decisionmaking capability between principals at government and private schools. The data reveals that the mean decision-making power for government school principals is 16.72 (SD = 4.07525), whereas it is somewhat higher for private school principals at 16.89 (SD = 4.49443). The Fvalue of 2.935, with a p-value of 0.033, suggests a statistically significant difference between the groups. Thus, Hypothesis 2 is supported, implying that the decision-making power of principals in government and private schools differs significantly.

H3: Various dimensions of organizational climate, such as leadership style, communication flow, and work culture, significantly influence the decision-making power of school principals.

Table 5: Regression Analysis

Hypothesis	Regression	Beta Coefficient	R	R2	F	t-value	pvalue	Hypotheses Supported
H3	Leadership Style -> Decision-Making	.279	.540	.292	26.919	2.449	.015	Supported
	Communication Flow -> Decision-Making	.106				2.085	.038	Supported
	Work Culture -> Decision-Making	.323				3.562	.000	Supported

Source: *Results Table Extracted from SPSS*

The regression analysis results (Table 5) reveal that leadership style, communication flow, and work culture have a substantial impact on principals' decision-making ability. Leadership style has a beta coefficient of 0.279 and a significant p-value of 0.015, demonstrating a positive correlation with decision-making. The model explains 29.2% of the variance in decisionmaking (R² = 0.292), with an F-value of 26.919, indicating statistical significance. Communication flow, with a beta of 0.106 and a p-value of 0.038, has a favourable impact on decision-making. Furthermore, work culture had the greatest impact, with a beta of 0.323 and a very significant p-value of 0.000. All of these findings support the idea that several elements of organisational environment,

such as leadership style, communication flow, and work culture, significantly influence school principals' decision-making power.

H4: Principals in private and government secondary schools face challenges in exercising decision-making authority, which are influenced by the organizational climate of their respective institutions.

Table 6: Regression Analysis

Hypothesis	Regression	Beta Coefficient	R	R2	F	t-value	pvalue	Hypotheses Supported
H4	Organizational Climate -> Challenges In Exercising Decision-Making	.496	.496	.246	64.681	8.042	.000	**Supported**

Source: *Results Table Extracted from SPSS*

The regression analysis (Table 6) for Hypothesis H4, which investigates the association between organisational climate and the obstacles principals confront while exercising decisionmaking, yields a Beta coefficient of 0.496. This suggests that the organisational climate has a moderately beneficial impact on decision-making challenges. The R-value of 0.496 indicates a
moderate correlation between the two variables. The R² value of 0.246 indicates that organisational environment explains 24.6% of the variance in decision-making problems. The F-statistic of 64.681 and t-value of 8.042 are both significant, as evidenced by the p-value of 0.000, indicating that the association is statistically significant. Therefore, Hypothesis H4 is supported.

7. Discussion

The study debate provides important insights into the dynamics of organisational climate and its impact on leadership efficacy. According to Mailool et al. (2020) and Nabella et al. (2022), there is a significant positive link between organisational climate and decision-making power, with a Pearson correlation coefficient of 0.908 ($p < 0.01$). This strong association shows that improvements in the organisational climate are directly related to improved decision-making ability among principals, which supports Hypothesis 1. The mean scores for organisational climate (16.4850) and decision-making authority (16.8050) underline the interconnection of these variables, demonstrating a consistent perception among respondents regarding the need of a supportive environment for effective leadership.

The ANOVA results for Hypothesis H2 show a statistically significant difference in decision-making power between principals of government and private schools, with mean scores of 16.72 and 16.89, respectively. The F-value of 2.935 (p = 0.033) indicates that the school's context—whether government or private—plays an important role in determining principals' decision-making authority, as indicated by Pecino et al. (2019) and Menka (2016). This data not only validates the hypothesis but also implies that private school principals may benefit from a more empowering organisational climate, hence improving their decisionmaking capacity in comparison to their government counterparts.

Furthermore, the regression analysis results for Hypothesis H3 show that the essential characteristics of organisational climate—leadership style, communication flow, and work culture—have a considerable impact on decision-making power. Notably, work culture emerged as the most powerful predictor, with a beta coefficient of 0.323 and a p-value of 0.000. This finding is corroborated by Atasoy (2020), and Syakur et al. (2020) emphasise the need of cultivating a healthy work culture in order to empower principals in their decision-making positions. The model explains 29.2% of the variance in decision-making, demonstrating the significance of these organisational climate components in generating effective leadership.

The regression analysis for Hypothesis H4 shows a moderate positive influence of organisational environment on the obstacles faced by principals in decision-making, with a beta coefficient of 0.496 and a R² value of 0.246, as corroborated by Agustina et al. (2021). This shows that a supportive organisational atmosphere can reduce obstacles, allowing principals to traverse decision-making procedures more successfully. The significant F-statistic and t-value also confirm the stability of this association.

In summary, the study's findings help us understand how organisational atmosphere effects school administrators' decision-making ability. By highlighting the significant correlations and differences between private and government schools, as well as the critical dimensions of leadership style, communication, and work culture, the research emphasises the need for educational policymakers and administrators to foster positive organisational climates that empower school leaders and enhance their decision-making efficacy.

8. Conclusion and Suggestions:

Decision-making is an important aspect of any healthy human being. The Principal of any school must make sound decisions in order to ensure its excellent governance. By doing the research, the investigator discovered that there is no difference in the decision-making abilities of government secondary school principals. The outcomes of the study highlight the critical role that organisational climate plays in affecting principals' decision-making authority in both private and public secondary schools. A strong positive association ($r = 0.908$, $p < 0.01$) between organisational climate and decision-making capacity suggests that improving the organisational environment directly correlates to enhanced decision-making capabilities among school leaders. Furthermore, the significant differences in decision-making power between principals in private ($M = 16.89$, $SD = 4.49443$) and government schools ($M = 16.72$, $SD = 4.07525$) suggest that private school principals have slightly more decision-making authority, possibly due to more favourable organisational climates. The regression analyses show that key variables of organisational climate—particularly leadership style, communication flow, and work culture—have a significant influence on principals' decisionmaking, with work culture having the greatest impact (beta = 0.323, $p = 0.000$). Furthermore, the moderate positive influence of organisational climate on the challenges experienced during decision-making reinforces the relevance of a supportive workplace.

Several recommendations can be made based on these findings for enhancing the organisational climate in secondary schools. First, school administrators should prioritise the development of positive leadership styles that foster employee collaboration and inclusivity. Furthermore, improving communication channels inside schools can promote improved information flow, strengthening administrators in their decision-making positions. Finally, efforts should be taken to establish a strong and positive work culture that recognises the contributions of all stakeholders, which will help principals overcome problems. Training programs designed to provide principals with the skills they need to properly navigate these aspects could help them make better decisions. By applying these recommendations, schools can establish a climate conducive to effective leadership and enhanced educational outcomes.

9. Implications of the Study:

The study's findings have major consequences for educational policy and practice. By explaining the relationship between organisational climate and decision-making authority, the study underlines the need for specific interventions to improve principal leadership capacity in a variety of school settings. The findings indicate that maintaining a healthy organisational climate—characterized by supportive leadership styles, effective communication, and a collaborative work culture—can empower principals to make informed and timely decisions, eventually boosting student outcomes. Furthermore, the comparative research of private and public schools emphasises the necessity of knowing contextual elements that influence decision-making processes, enabling policymakers to establish tailored professional development programs and budget allocations. The study not only adds to the existing literature on educational leadership, but also provides actionable insights for stakeholders wishing to strengthen school governance and boost the overall performance of educational institutions.

10. Limitations of the Study:

While the study sheds light on the relationship between organisational atmosphere and decision-making power among principals in both private and public secondary schools, numerous limitations must be addressed. First, the use of standardised questionnaires with closed-ended questions may limit the depth of responses, thereby missing nuanced viewpoints on organisational climate and decision-making issues. The use of a five-point Likert scale may potentially generate answer bias, since participants may select neutral options instead of expressing their genuine opinions. Furthermore, the study's sample size of 200 principals, while stratified to ensure equal representation from both sectors, may not completely capture the range of experiences and perceptions across different areas or types of schools. Furthermore, the study's cross-sectional design limits the capacity to infer causal linkages; the findings represent correlations rather than conclusive cause-and-effect dynamics. Finally, external factors impacting decision-making, such as socioeconomic situations, government policies, and individual primary characteristics, were not thoroughly investigated, which may limit the generalisability of the findings. These limitations imply that future study, including incorporating qualitative methodologies or longitudinal designs, is necessary to improve understanding in this fields.

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