ROLE OF LEADERSHIP IN SCHOOL IMPROVEMENT AT THE SECONDARY LEVEL: A MIXED METHODS APPROACH

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
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Dedicated to

My beloved parents who sacrificed their today for my

better tomorrow

My cherished siblings for the love and untiring support

throughout the journey

My adored wife for continued support and a source of

motivation

My loving children for their patience while I pursued my

work

ABSTRACT

Thesis Title: Role of Leadership in School Improvement at the Secondary Level: A Mixed Methods Study

The primary objective of this research was to explore the influence of leadership on the enhancement of secondary schools in Islamabad. The study aimed to achieve several objectives, including identifying the prevalent leadership styles in secondary schools in Islamabad, pinpointing factors crucial for school improvement, and examining the correlation between leadership and school improvement at the secondary level. To fulfill these objectives, a mixed-method approach was employed, utilizing questionnaires for the collection of quantitative data on leadership and school improvement. Additionally, qualitative data was gathered through interviews. All the principals (167) and teachers (1552) form the population of this study. At stage I, all the principals (101) and teachers (938) of secondary schools in Islamabad were taken as population from both public and private secondary schools (PEIRA, 2024). In Stage II, the population of the study comprised the principals of 48 schools and 457 teachers. In Stage III, the population included 8 principals and 182 teachers. The study employed a purposive sampling technique to select schools based on predefined inclusion criteria and to identify the leadership styles of school heads, while a census approach was used to gather secondary school teachers' perceptions regarding the role of leadership in school improvement. Additionally, purposive sampling was utilized to capture the perspectives of school heads on how leadership contributes to school improvement. Before data collection, the research instrument's validity was ensured by five field experts, and reliability and pilot testing were conducted. The data analysis involved two stages. In the first part, quantitative data were analyzed using SPSS version 21.0. Inductive thematic analysis was employed in the second part for qualitative data. The study found that leadership plays impact role on various aspects of school improvement, including leadership focus, staff enrichment, instructional transformation, and positive school culture. School heads should create and effectively communicate a clear, well-articulated vision for school improvement to ensure a unified and focused approach towards achieving positive outcomes. Teachers, students, and parents should proactively participate in and support school improvement initiatives, with teachers leading efforts through continuous learning and collaboration, students contributing feedback and engagement, and parents providing constructive input and building strong partnerships with schools.

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LIST OF ABBREVIATIONS

Abbreviation	Terms
COP	Community of Practice
DPPE	Democratic Professional Practice in Education
EDT	Education Development Trust
NYC	The New York City
PDCA	Plan-Do-Check-Act
SLT	Situational Leadership Theory

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Leadership and school improvement are identified to be the most significant themes in the 21st century education (Anderson, 2016). Leadership refers to the ability inspire and persuade others to achieve common goals. On the other hand, the main concern of school improvement is related to the facilitation of purposeful change within school systems. The current study is an effort to establish to what extent leadership contributes towards school improvement. This study has, precisely, investigated that how leadership impacts school improvement in Pakistani schools at the secondary level. In addition to this the study delved in assessing the effect of different styles of leadership in the process of school improvement at the secondary level.

Leadership is referred to as thoughtful planning and policy making envisioning expected and desirable school future as a result of strategic thinking and development (Nnorom, Egwuyenga & Anho, 2023). It is the ability to look more extensively, steering the direction of the whole organization for the good, and also, enabling teachers to encompass this broad vision in routine teaching (Isabel, Ramos-Pla, & Flores-Alarcia, 2023). Studies related to school leadership conclude that successful change for the good of a school heavily relies on the quality of its leader. Leaders get acquainted with team building that fosters shared decision-making and the culture of accountability within the system. They mostly deal at a strategic level by providing vision and direction to schools through intellectual ability, multiple intelligences and competitive skills (Dahlgaard-Park, 2015).

School improvement, on the other hand, is a scheme for bringing educational change that ensures enhanced student achievement through improved classroom practices (Renzulli, 2023). In addition to this, researchers describe school improvement as a coherent and persistent effort

aiming to creating conducive learning conditions and other associated internal factors for attaining educational goals in an effective manner (Wahlstrom, Seashore, Leithwood, & Anderson, 2010). For ensuring successful change with regard to school improvement, positive support on a continuous basis and willingness of the team involved are the most crucial aspects to this end. To this end thoughtful efforts are deliberated through building the school's internal capacity and other related conditions significant for school improvement (Harris, 2004).

Leadership has been extensively recognized as a detrimental factor for school improvement in the research literature. Numerous studies have drawn similar inferences about the pivotal nature of leadership for school improvement. It is believed that schools that bring successful change are the direct result of measurable school development through thoughtful and persistent efforts by respective leaders. Quality leaders are believed to encompass a better understanding of how best the schools and school leadership function. They have managed their teams effectively and also outlined alternative ways to direct leadership and the personnel involved in the improvement process (Maheshwari. 2022). It is viewed that the basic function of leadership concerning genuine school improvement is to ensure an improved teaching and learning process. Best leaders make sure that they focus on enhancing the capacity of the organization as well as teaching and learning process. They take it as their moral obligation towards quality student services as well as supporting teachers for engaging in delivering quality learning (Malik, 2021).

Pakistan is amongst those underdeveloped countries that have been persistently struggling with a crucial case of raising its education budget. Despite numerous assurances by all the regimes the education department has not witnessed any sizable budgetary increments in general and enhancing school governance and capacity, especially at the school level. However, little effort has been witnessed parallel to training head teachers which is commendable. But the main issue still persists with the fact that most of the head teachers are confused about their

role as being 'educational leaders'. Researchers believe that educational leaders must strive for capacity building of their teams and enabling schools to be focused, compassionate and inquisitive communities where the faculty collaborate with each other and work as members of a community of practice (Nawab, & Asad, 2020). In addition to this, educational leaders are believed to be spending in enhancing academic and social capacity of students as well as intellectual and professional capital for teachers. It is evident from the recruitment and promotion policy of the current government that school leaders are to be recruited and promoted based on their teaching experience and not on leadership experience. This shows that for now school leadership is known as a dedicated field of study through which groups of leaders or educational managers can be developed by specified professional and academic courses that guarantee individual and organizational capacity. This consequently indicates that schools in Pakistan are run by unqualified and untrained head teachers. This showcases undesirable and unexpected scenarios of school leadership having boundless repercussions for introducing school improvement initiatives (Laleka, 2019).

The current study aims to fill this gap by investigating the impact of various leadership styles on school improvement at the secondary level in Pakistan. By focusing on how authoritative, democratic, facilitative, and situational leadership styles influence key factors such as leadership focus, Staff Enrichment, teaching and learning, Positive School Culture, this research provides valuable insights into effective leadership practices in the Pakistani educational context. This study seeks to unpack the complexities of leadership in school improvement and contribute to a more nuanced understanding of how different leadership approaches can drive positive change in schools.

1.2. Rationale of the Study

Researchers recognized that an increasing research trend has been witnessed with regard

to the role of leadership in the school improvement initiatives but more efforts are needed in this regard like about the tactics used by school leaders for improvement and increased student outcomes (Noor, & Nawab, 2022). These researchers have highlighted the necessity for more detailed investigation into the strategies employed by school leaders to enhance educational outcomes. Scholars like Kruger, Witziers and Sleegers, (2007) provided further justification that "differences in continued progress, extents of centralized or decentralized systems, commitment and methods of delivering education in various parts of the world, local and contextual aspects dominate the indicators of successful school improvement happened to exist only if there is compatibility amongst these aspects.

Additionally, "the most crucial and real world issues are actually related to head teacher's role in connection with school change/improvement in very much in accordance with the ways and means through which head teachers exhibit influence on school improvement, and, managing contextual determinants that affect implications for school leadership" (Kruger, et. al., 2007). It is a matter of great concern for the scholars that the most crucial and real world issue pertaining to the head teacher's role on school improvement is still unresolved. Bell (2002) in his study advocated that head teachers alone cannot manage schools. This highlights a significant flaw in the existing literature, which often fails to establish a clear conceptual linkage between effective school characteristics and vibrant school leadership models. The researchers further point out the lack of a clear image of the relationship between quality school leaders and improvement indicators, underscoring the need for research that bridges this gap.

Kruger et al. (2007) acknowledge the absence of systematic empirical research models that explain the role of principal leadership in the school improvement process. They call for further exploration into whether head teachers influence the improvement process and, if so, which methods are most effective. This highlights a critical need for research that provides empirical evidence on the specific leadership behaviors and characteristics that drive school

improvement.

The rationale for the current study is rooted in addressing these genuine concerns about the underperformance of secondary schools, particularly in contexts where schools with similar socio-economic and other contextual factors exhibit varying levels of success. By focusing on the Islamabad Capital Territory, this study aims to provide a detailed examination of the leadership roles in secondary schools, offering insights that can inform both local and broader educational strategies. This research is significant because it seeks to fill the major vacuum in the literature regarding the explicit linkage between effective school characteristics and vibrant school leadership models. By identifying the specific leadership practices that contribute to successful school improvement, the study provided valuable insights for policymakers, educational leaders, and practitioners. These insights can lead to more targeted and effective interventions that address the unique challenges faced by schools, ultimately benefiting students, educators, and the broader educational landscape.

1.3. Statement of the Problem

The evaluation of school performance at the secondary level has long been a pivotal area of focus for educational researchers and policymakers alike. The aim has consistently been to identify and implement effective strategies to enhance educational outcomes, thereby ensuring that all students receive a quality education that prepares them for future academic and professional endeavors. In pursuit of this goal, numerous school improvement initiatives have been introduced by various schools, each designed to address various aspects of the educational process, from curriculum development to teacher training and student support services.

Despite these concerted efforts, a perplexing phenomenon continues to emerge: schools that share similar socio-economic, geographical, and cultural contexts often display markedly different levels of performance. For instance, two schools located within the same urban area,

serving students from comparable socio-economic backgrounds, and operating under the same educational policies and resources, can exhibit a wide disparity in student achievement and overall school effectiveness. This observation has led researchers and educators to question the underlying factors contributing to these significant differences.

While there is an extensive body of literature exploring various factors that impact school performance, a notable gap exists concerning the specific leadership characteristics and behaviors that drive successful school improvement in contexts with similar socio-economic, geographical, and cultural conditions. This study seeks to fill this void by providing a comprehensive examination of the leadership roles in secondary schools within the Islamabad Capital Territory. By focusing on a relatively understudied area, this research aims to contribute insights that can inform both local and broader educational strategies.

The central focus of this study is to explore and identify the leadership characteristics and behaviors that significantly impact school improvement at the secondary level in Islamabad. In doing so, the study seeks to answer several key questions: What specific leadership qualities are most closely associated with successful school improvement initiatives? How do these leadership characteristics influence the performance and collaboration of school teams? By closely examining these factors, the study seeks to uncover the elements of quality leadership that facilitate positive changes in school performance.

This study aims to shed light on the critical role of leadership in driving school improvement at the secondary level in Islamabad. By providing a detailed examination of the leadership characteristics and behaviors that influence school performance, the research contributed to a deeper understanding of the factors that contribute to educational success. The insights gained from this study not only benefit the schools in Islamabad but also offer valuable lessons for educational leaders and policymakers working in similar contexts nationwide.

1.4. Significance of the Study

The current study provides school leaders with practical insights into how they can effectively impact school improvement processes. They have the legitimate power for directly influencing and implementing change in schools and ultimately improving students' achievement. This study offers actionable strategies for defining a clear school vision and setting precise expectations for the team involved in the improvement process ensuring a cohesive and focused approach to driving positive outcomes.

The current study provides practical insights to help teachers realize their crucial role and adopt tactics quite effective for school improvement. Teachers play a central role for the success of students and school at large. No matter if this pivotal role is officially expected or otherwise, teachers are the ones who enhance the capacity of the institute for improvement. By understanding and implementing the tactics identified in this study, teachers can lead initiatives that directly contribute to better student outcomes and overall school performance.

The present study is valuable for students by providing them with practical ways to voice their concerns effectively, empowering them to actively participate in the school improvement process. By understanding these strategies, students can contribute more meaningfully to creating a positive and inclusive learning environment. Incorporating student feedback into school practices ensures that the educational environment is responsive to their needs and experiences. Ultimately, this approach fosters a culture of continuous improvement and collaboration within the school community.

This study provides parents with useful knowledge and ways through which they can voice their feedback for school improvement. Establishing partnership with parents can help improving learning experiences for students foster a more supportive classroom environment. Active parental involvement can lead to more tailored and responsive educational practices, ultimately contributing to a more positive and productive school culture.

This study offers valuable insights for policymakers in both public and private

educational systems, providing practical guidance on devising policies that support schools and enhance their capacity for change. By utilizing the findings, policymakers can introduce targeted school reforms and implement strategies that drive systemic improvements. In the public sector, government officials can use this research to substantiate and scale up school improvement programs, ensuring consistent and sustainable educational advancements nationwide. In the private sector, educational administrators and school owners can apply these insights to develop policies and practices that foster continuous improvement and excellence. By aligning efforts across both public and private systems, this study can contribute to a more cohesive and effective approach to enhancing educational outcomes for all students.

Theoretically, this research contributes to the existing body of knowledge by bridging the gap between specific leadership behaviors with school improvement outcomes. Practically, the study provides a comprehensive guide for educational practitioners on how to implement effective leadership strategies that enhance school performance. It also offers practical recommendations for involving teachers, students, parents, and policymakers in the school improvement process, ensuring a holistic approach to educational enhancement.

The study aims to provide empirical evidence on the specific leadership behaviors and characteristics that drive school improvement, thereby contributing to a deeper understanding of the factors that contribute to educational success. Despite extensive research on educational leadership, there remains a lack of clarity on how specific leadership tactics influence school improvement in contexts with similar socio-economic and contextual factors. This study aims to fill this void by providing a detailed examination of leadership roles in secondary schools within the Islamabad Capital Territory, offering insights that can inform both local and broader educational strategies.

1.5. Research Objectives

The objectives of the study were:

1. To identify leadership styles that existed in the secondary schools of Islamabad.

2. To explore factors effective for school improvement efforts in the secondary schools of Islamabad.

3. To investigate the role of leadership in school improvement at the secondary in Islamabad.

1.6. Research Questions

Research questions of this study included:

1. What kind of leadership style exists in the secondary schools of Islamabad?

   a. To what extent is the authoritative leadership style prevalent in secondary schools of Islamabad?

   b. To what extent is the democratic leadership style practiced in secondary schools of Islamabad?

   c. To what extent is the facilitative leadership style existed in secondary schools of Islamabad?

   d. To what extent situational style of leadership is present in secondary schools of Islamabad?

2. How different factors contribute towards school improvement at the secondary level in Islamabad?

3. What is the role of leadership in school improvement at the secondary level in Islamabad?

1.7. Null Hypotheses

Following were the research hypotheses for this study:

$H_0 1$ There is no statistically significant effect of leadership on school improvement at the secondary level.

$H_0 1.1$ There is no statistically significant effect of authoritative leadership style of school heads on school improvement at the secondary level.

$H_0 1.1a$ There is no statistically significant effect of authoritative leadership style of school heads on the leadership focus at the secondary level.

$H_0 1.1b$ There is no statistically significant effect of authoritative leadership style of school heads on Staff Enrichment at the secondary level.

$H_0 1.1c$ There is no statistically significant effect of authoritative leadership style of school heads on Instructional Transformation at the secondary level.

$H_0 1.1d$ There is no statistically significant effect of authoritative leadership style of school heads on Positive School Culture at the secondary level.

$H_0 1.2$ There is no statistically significant effect of democratic leadership style of school heads on school improvement at the secondary level.

$H_0 1.2a$ There is no statistically significant effect of democratic leadership style of school heads on leadership focus at the secondary level.

$H_0 1.2b$ There is no statistically significant effect of democratic leadership style of school heads on Staff Enrichment at the secondary level.

$H_0 1.2c$ There is no statistically significant of democratic leadership style of school heads on Instructional Transformation at the secondary level.

$H_0 1.2d$ There is no statistically significant effect of democratic leadership style of school heads on the secondary level.

$H_0 1.3$ There is no statistically significant effect of facilitative leadership of school heads on school improvement at the secondary level.

$H_01.3a$ There is no statistically significant effect of facilitative leadership style of school heads on leadership focus at the secondary level.

$H_01.3b$ There is no statistically significant effect of facilitative leadership style of school heads on Staff Enrichment at the secondary level.

$H_01.3c$ There is no statistically significant effect of facilitative leadership style of school heads on Instructional Transformation at the secondary level.

$H_01.3d$ There is no statistically significant effect of facilitative leadership style of school heads on Positive School Culture at the secondary level.

$H_01.4$ There is no statistically significant effect of situational leadership style of school heads on school improvement at the secondary level.

$H_01.4a$ There is no statistically significant effect of situational leadership style school heads on leadership focus at the secondary level.

$H_01.4b$ There is no statistically significant effect of situational leadership style of school heads on Staff Enrichment at the secondary level.

$H_01.4c$ There is no statistically significant effect of situational leadership style of school heads on Instructional Transformation at the secondary level.

$H_01.4d$ There is no statistically significant effect of situational leadership style of school heads on Positive School Culture at the secondary level.

1.8. Conceptual Framework

The role of leadership in secondary school improvement is pivotal yet multifaceted, requiring an understanding of how various leadership styles affect different aspects of school improvement. This study integrates established leadership theories with leadership styles—authoritative, democratic, facilitative, and situational – within the context of a systemic approach to explore their impact on school improvement. Each leadership style interacts with

various components of the educational system, influencing different factors of school improvement. This framework aims to provide a robust analysis of how leadership influences improvement at the secondary level.

Authoritative Leadership: Characterized by a top-down approach, where leaders make decisions and provide direction without extensive input from followers. This style aligns with Lewin's Leadership Styles by Kurt Lewin in 1939. In the systemic context, authoritative leadership helps establish clear goals and procedures, ensuring organizational clarity. However, it may limit engagement and collaboration, which are crucial for fostering a positive school culture and effective teaching practices (Northouse, 2018).

Democratic Leadership: Prioritizes collaboration and seeks input from followers. This style aligns with Lewin's Leadership Styles by Kurt Lewin in 1939. Democratic leadership fosters a collaborative environment, enhances buy-in, and leverages diverse perspectives, making it effective in contexts that benefit from collective input and shared decision-making. In the systemic approach, democratic leadership supports stakeholder involvement and contributes to a positive school culture (Northouse, 2018).

Facilitative Leadership: Focuses on enabling and supporting followers by removing barriers and providing resources. This style aligns with Servant Leadership Theory by Robert K. Greenleaf by 1970. Facilitative leadership creates a supportive environment, addresses followers' needs, and enhances their ability to achieve goals. In the systemic approach, facilitative leadership contributes to Staff Enrichment by fostering a positive and encouraging environment (Dahlgaard-Park, 2015).

Situational Leadership: Involves adapting leadership styles based on the needs and readiness levels of followers. This approach integrates Situational Leadership Theory by Paul Hersey and Kenneth Blanchard in 1977. Situational Leadership emphasizes flexibility and responsiveness, making it valuable for addressing diverse challenges and contexts in school

improvement (Robinson, 2011).

The systemic approach to school improvement offers a comprehensive framework for understanding and enhancing the multifaceted dynamics of educational systems. This approach emphasizes the interconnectedness of various elements within a school and how changes in one area can affect others. By adopting a systemic perspective, educators and administrators can develop more effective strategies for school improvement that address the underlying complexities of the educational environment.

Out of many research-based frameworks with regard to school improvement efforts Hanover and ULEAD identified following systemic school improvement frameworks:

1. WestEd Center for School Turnaround's 4 Domains of Rapid Improvement,

2. Education Development Trust's (EDT's) Six Accelerators for at Scale Educational Improvement,

3. The New York City (NYC) Department of Education's Framework for Great Schools.

These frameworks study crucial aspects of education systems to foster good change and enhance student achievement. Each of these frameworks study distinct conceptual aspects, while some frameworks encompass additional fundamental components and systematic relationships (Robinson, 2011).

Since the following frameworks consist of slightly different elements, overlapping areas highlight which systems are crucial to school improvement efforts. Moreover, it is imperative for leaders to customize for particular school needs while focusing on systemic school improvement.

Table 1.1

Domains of School Improvement

Framework	Developers	Overview	Essential Components
	WestEd	This framework offers	• Turnaround Leadership

4 Domains of Rapid Improvement		four research-based rapid improvement practices for systemic turnaround and improvement.	• Talent Development • Instructional Transformation • Culture Shift
Six Accelerators for At Scale Educational Improvement	Education Development Trust	This framework assesses the associations of six factors for developing and executing improvement initiatives.	• Vision and Leadership • Coalitions for Change • Delivery Architecture including School Collaboration • Accountability and support through empirical data • School Leadership and Teacher Effectiveness • Policy and Learning through evidence
The Framework for Great Schools	New York City Department of Education	This framework identifies six elements that work together for school improvement.	• Effective School Leadership • Strong Family-Community Ties • Supportive Environment • Rigorous Instruction • Collaborative Teachers Trust

Crucial factors common across frameworks related to school improvement are analyzed as following components:

- Leadership Focus

- Staff Enrichment

- Instructional Transformation

- Positive School Culture

While each framework offers unique insights and methodologies, the common factors of leadership focus, Staff Enrichment, Instructional Transformation, school culture, and stakeholder involvement are essential for effective school improvement. By adopting a systemic approach, educational leaders can implement comprehensive and sustainable strategies that address these critical components and drive meaningful change within their schools.

For enhancing school improvement efforts and increasing student achievement it is suggested that leaders should use systems approach for processing execution of following

important school improvement aspects. At a narrower level these aspects indicate elements of the education system where successful implementation is vital.

Figure 1

Conceptual Framework

Authoritative	Democratic	Facilitative	Situational

Leadership Styles

School Improvement

Leadership Focus	Staff Enrichment	Instructional Transformation	Positive School Culture

Source 1: Pacia, & Guevarra, (2023)

Source 2: Adelman and Taylor, (2020)
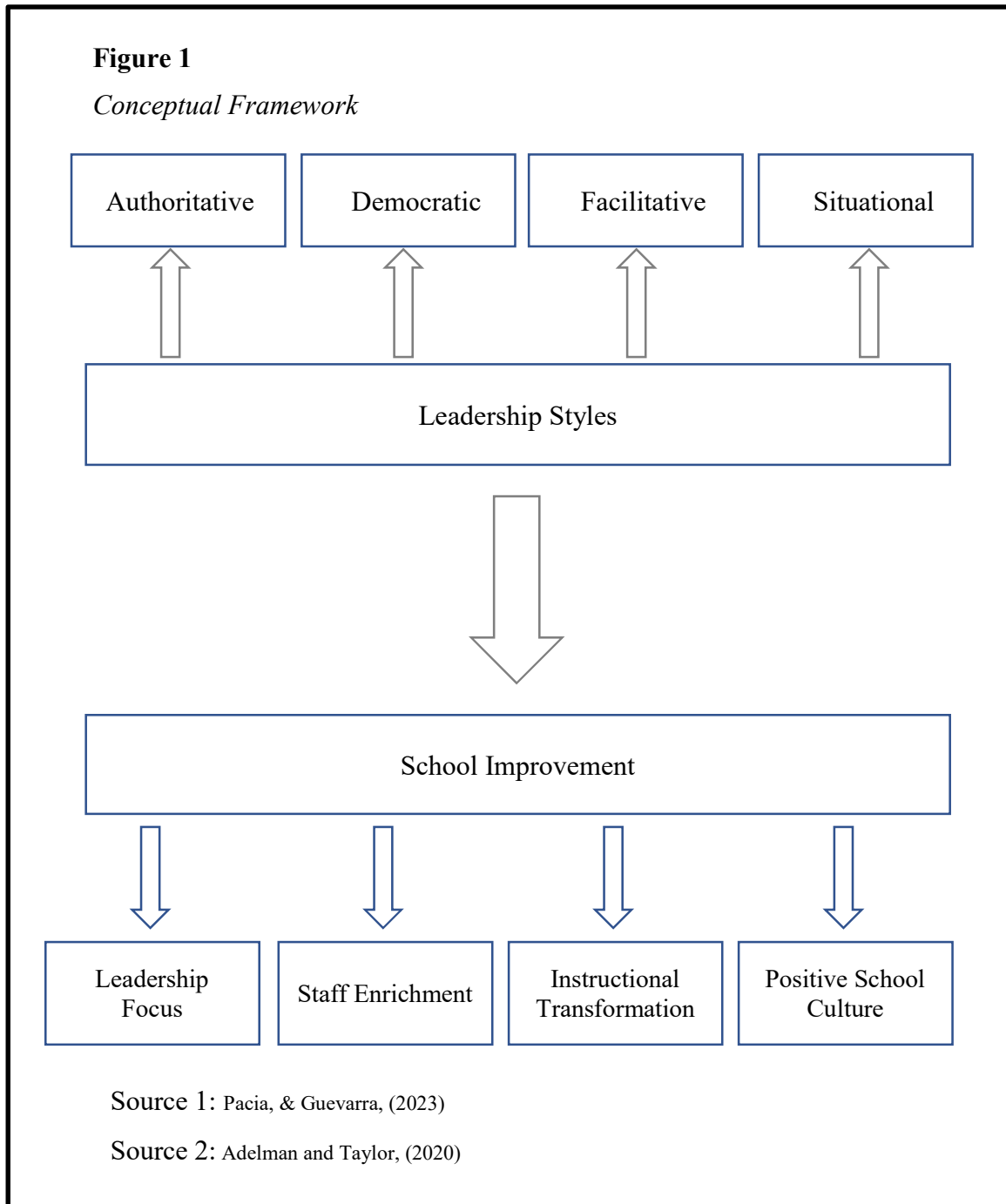
Systemic approach indicates that improvement efforts are well-connected, continuous and interdependent on various components of a system and not garmented, temporary or limited or fragmented interventions. Leaders need to be more thoughtful, calculated and purposeful while

implementing improvement efforts.

Leadership Focus: All frameworks underscore the critical role of leadership in driving school improvement. Effective leadership is essential for setting a clear vision, making informed decisions, and guiding the school through the improvement process.

Staff Enrichment: Improving staff quality and providing adequate support are recurring themes. This includes developing professional skills, ensuring effective teaching practices, and creating an environment that supports teacher growth and development.

Instructional Transformation: Enhancing teaching and learning is a fundamental component across frameworks. This involves implementing rigorous instructional practices, fostering high-quality teaching, and ensuring that educational practices are evidence-based and effective.

Positive School Culture: Creating a positive and supportive school culture is emphasized across all frameworks. A strong school culture as well as involving stakeholders supports student and staff well-being, encourages collaboration, and fosters an environment conducive to learning and growth.

1.9. Research Methodology

A mixed-method approach has been employed in this study. It combines both quantitative and qualitative research approaches, conceptions and procedures (Johnson, 2004 p.17). This approach is chosen to ensure a comprehensive and nuanced exploration of the multifaceted dynamics associated with leadership and its impact on school improvement.

This study has followed Quan + qual simultaneous design (Morse, 1991). Researchers stated that this design is known as parallel mixed design (Teddlie & Tashakkori, 2009). Convergent design is another term used for this design (Creswell, 2007).

The convergent parallel design ensures a holistic facet of the research problem.

Quantitative results give conventional tendencies and associations, while on the other hand, quality results rigorous and intricate viewpoints of an individual (Creswell, 2008). This design is employed quantitative and qualitative dimensions are carried out simultaneously. According to Morse notion system, Quan+Qual or Qual+Quan is the representation of parallel mixed design. Both Qual and Quan dimensions give answer in accordance with basic research questions and conclusions are drawn from Qual + Quan. In case, if the qualitative dimension dominates the study it is indicated as Qual+quan.

Population of this study comprised of principals and teachers from both the public and private schools of Islamabad at the secondary level. Purposive sampling was applied to select the sample of secondary schools. This sampling technique was applied due to the fact that only those schools were selected where school improvement programs have been initiated. The research study sample comprised eight secondary schools of Islamabad.

Data collection was managed using questionnaires, interview schedule and document analysis. Questionnaires were shared with respondents with a cover letter. This was done to provide information about the study. The survey questionnaire was administered personally and through online. Also, it was done by personally requesting to respondents through social media and google forms. The researcher followed up from respondents regarding data collection but still some of them could not help it. Properly filled questionnaires were collected and retrieved for the study. Analysis was done through regression analysis.

The principals of each sampled school were interviewed in-depth, on how school leadership impacts the improvement process of their respective schools. In addition to this, teachers of the same schools were required to respond to the research instrument for having a clear understanding about the influence of leadership on school improvement.

1.10. Delimitations of the Study

This study is delimited as per followings:

1. Secondary schools of Islamabad city for selecting schools based on inclusion criteria

2. Heads of selected secondary schools of Islamabad city

3. Identified four leadership styles: Authoritative, Democratic, Facilitative, Situational

4. Two schools for each of four leadership styles

5. Teachers of selected schools who are teaching to 9th and 10th grades

6. Four factors of school improvement i.e. Leadership Focus, Staff Enrichment, Instructional Transformation, Positive School Culture.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Introduction

This chapter covers review of literature related to the main objective of the study that explores how leadership impacts school improvement.

This chapter consists of the scholarly literature focusing the main research question of the study i.e. how does leadership impacts school improvement. Thus, the literature review discusses two themes: Leadership; and School Improvement.

2.1. Theme 1: Leadership

Two sub-themes are identified in the review of leadership literature: general leadership and educational leadership. The first sub-theme, "General leadership," examines the historical background of leadership, its development, and the concepts of management and subsidiarity. After that, it looks into a variety of distinct leadership philosophies that have been used in various organizational contexts. These leadership philosophies—transformational, distributive, servant, moral, and ethical—are clear in the literature (Anderson, 2016).

2.1.1. General Leadership

2.1.1.1. Subsidiarity

When Pope Leo XIII attempted to address issues of the working class during his encyclical Rerum Novarum, early conception of delegated leadership was debated. His main concerns were that the working class was being taken care of and that those who would be most impacted by decisions about working conditions were making them. This idea, which Bosnich (1996) refers to as "subsidiarity," is based on the idea that both leaders and followers have the authority and duty to make choices that have a direct impact on their workplace.

More recently, Starratt (2011) has endorsed the principle of subsidiarity, proposing that

the success of this devolved leadership rests on four factors: "developing trust, knowing what is expected, required skills to accomplish the task, and seeing the big picture". People must recognise that they are a part of a bigger picture and that they have responsibilities to the larger community and its range of tasks, in addition to their specific tasks. This is crucial for any organisation. (Starratt, 2011).

Leadership behaviours promoting planning and strategic thinking contribute towards support schools through careful planning and taking pertinent decisions in order to foresee desired future (Goldman, 2012). Enabling workers to look in a broader way for overall mission and trend for the good of the organization, taking decisions keeping in mind this broad mission is all about what is called leadership (Hargreaves & Shirley, 2009).

2.1.1.2.   Management

Maslow introduced the hierarchy of needs and categorized it into self-actualisation and deficiency needs like psychological, safety, love and esteem. It was found in the research that job factors like "hygiene" factors, considered for job satisfaction of the workers but not satisfaction, focusing to reduced and not increased performance. It was discovered that if these issues are not resolved, there will be poor work hygiene, which will lead to low performance and feelings of job dissatisfaction (Sergiovanni, 2009, p. Therefore, it appears that Maslow's deficiency needs and Herzberg's hygiene factors are similar in that both must be satisfied for a person to experience individual expression and accomplishment (self-actualization).

McGregor discusses two theories—theory X and theory Y—that outline managers' presumptions about employees and the ways in which they are supervised within these conventional management structures. On the other hand, Theory Y managers held the view that workers tend to work quite naturally while showing intrinsic motivation, displaying responsibility and are able to use creativity, imagination and encompass a real pursuit to resolve issues and unleashed their intellectual curiosity (Carson, 2005). These theories give context for

the evolution of leadership and serve as a basis for more recent studies on the evolution of various leadership philosophies.

A synopsis of the essential elements of effective leadership as articulated in these theories stresses the significance of cultivating a rapport with employees that fosters trust, job satisfaction, teamwork responsibilities, and a sense of involvement in decisions that impact them within the company. The remaining portion of the theme examines various leadership philosophies used in a variety of organisations, both formal and informal, and how these philosophies impact the employees of those organisations. It also looks at how individuals take ownership of and develop motivation for their work. Every leadership strategy is examined through the lens of the study:

1. Leadership; and

2. Role of leadership on school improvement.

There are many styles of leadership. This study has been delimited to the leadership styles like authoritative, democratic, facilitative and situational.

2.1.2. Authoritative Leadership

2.1.2.1. Conception of Authoritative Leadership

A prevalent notion of autocratic leadership is that it is characterized by the leader possessing total authority and power. But authoritarian leadership is associated with a controlling style that often has negative effects (Wang, & Ahmed, 2003). We think autocratic leadership is more likely to meet the needs of authoritarian subordinates because they desire strong leaders.

Zabolotniaia & Dacko-Pikiewicz (2019) point out that the social sciences formerly conducted extensive research titled authoritarian followers and autocratic leaders. However, there has been less interest in this field, which has led some researchers to hypothesise as to why this trend may be occurring. Despite this downturn, researchers contend that the need for

this kind of research is greater than ever. While acknowledging the early excitement surrounding authoritarianism research, (Bass & Bass, 2009) pointed out that by the 1980s, interest in the authoritarian personality's capacity for leadership had faded.

Figure 2.1

Authoritarian Leadership
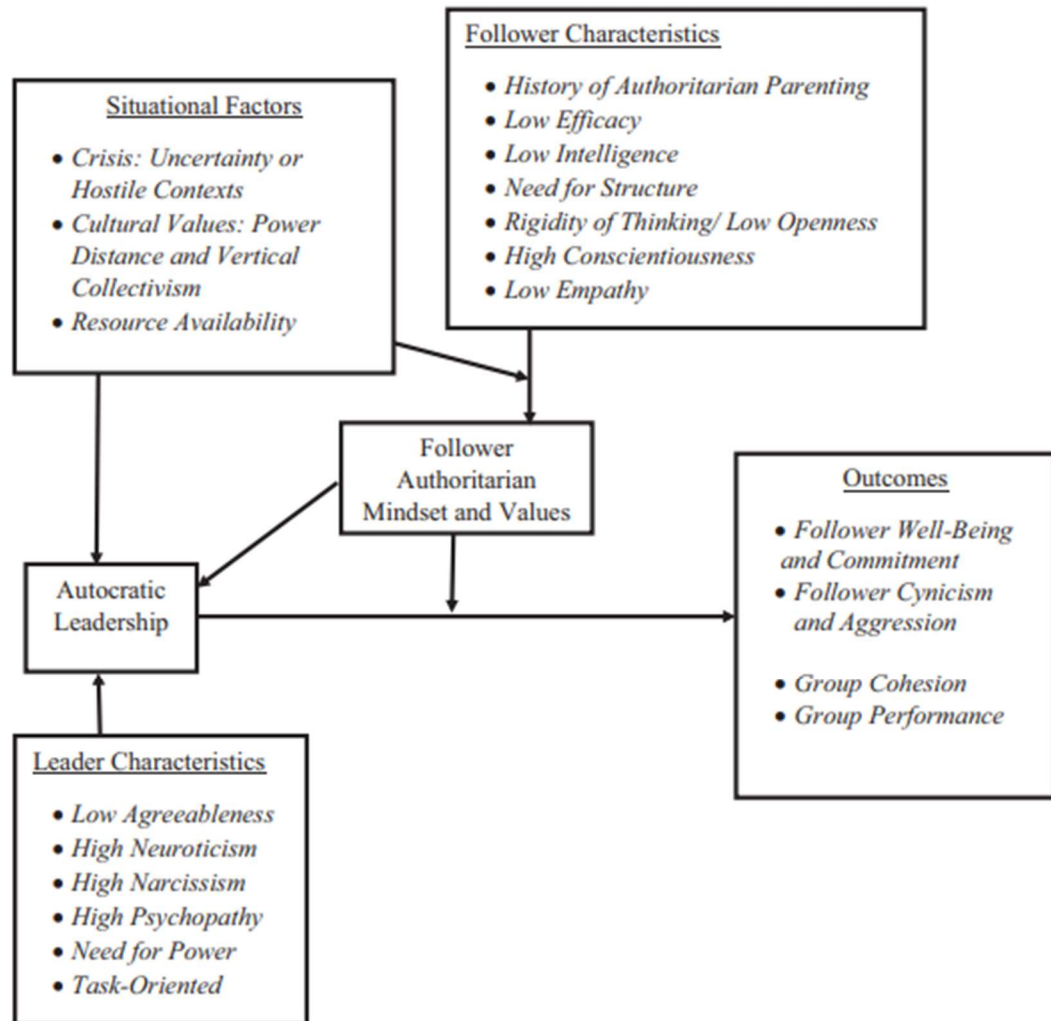
Source: Padilla, Hogan, and Kaiser (2007)

Some of the major Management and Industrial Psychology Journals also supported this trend and it was found that there have been numerous studies available on this subject. Also, there has been witnessed revival of researches on toxic, abusive, and 'dark side' leadership. All such studies merely just relate to authoritarianism and do not measure the construct more

specifically (Padilla, Hogan, & Kaiser, 2007).

The general public is becoming more curious to understand this phenomenon, despite social scientists' waning interest in the field. This is demonstrated by the notable rise in Google searches over the last ten years for terms such as "autocratic," "authoritarian," and "authoritarianism," which have doubled or even tripled in frequency. As a result, it has been maintained that authoritarianism continues to be important in forming social attitudes in contemporary society even though its influence and frequency are waning. This is particularly evident as societies witness the resurgence of successful populist and autocratic leaders (Pettit, 2009).

Many people consider the research set of Pietersen (2002) to be the first to examine how leadership styles affect group dynamics and performance. This groundbreaking study provides a solid foundation for later research in the domains of leadership and social psychology in general (Locke, 2002). Over the course of several weeks, groups of young boys were led by adult leaders in these studies through a variety of activities. These leaders were told to take a leadership stance that was either autocratic or democratic. But because of unanticipated events, one of the groups that was first classified as democratic had to be reclassified as laissez-faire because the supervising adult neglected to set up the required. The group's activities were directed by the autocratic leader, who also showed an impersonal manner and showed little regard for followers' input or opinions. However, the democratic leader promoted both individual and group decision-making while cultivating a welcoming environment. Finally, the laissez-faire leader took on a largely submissive role, letting the group decide for itself and only lending support when specifically asked.

2.1.2.2. Authoritative Leadership and School Improvement

While a significant portion of the existing literature views authoritarianism negatively, leadership literature takes a more nuanced approach to autocratic leadership, particularly in

educational settings. It may be because of the fact that approach related to autocratic leadership have proven to be more successful and reliable, especially in schools that require a clear, structured approach. As a result, autocratic leadership has not been considered as harmful or negative leadership styles as revealed in the recent reviews on destructive leadership style (Joseph & Winston, 2005).

Despite, there exists a general consensus about autocratic leadership that this leadership style is more likely to fail (Greenfield, Braithwaite, Pawsey, Johnson & Robinson, 2009). In line with this a handful of studies on autocratic leadership show that this style is a more toxic form of leadership similar to despotic leadership or abusive supervision (Bass & Bass, 2008), in contrast with 'positive' forms of leadership. For these reasons, it is critical to emphasise that the way that leadership styles are measured and conceptualised is frequently impacted by the biases of the scholars, and that the results frequently confirm the theoretical viewpoints of the researchers.

In the context of school improvement, autocratic leadership typically involves the school leader taking full or nearly full responsibility for decision-making and the performance of their staff. This leadership style often expects teachers and other staff members to follow directives without question. Autocratic school leaders can significantly shape the culture of their institutions. Research shows that school administrators, particularly those in lower positions, are more likely to exhibit autocratic behaviors when higher-level leaders also practice this style. This is especially true in environments where cultural norms support such behavior and where lower-level administrators identify with their superiors (Duignan, 2006). However, it is important to note that schools with highly hierarchical structures often struggle with effectiveness. Transitioning from autocratic leadership is usually challenging because autocratic leaders tend to avoid developing successors, fearing replacement.

According to Hargreaves, Boyle and Harris (2014), a leader practicing directive

leadership assigns tasks to staff members, clearly outlining expectations, methods of completion, and deadlines. This approach ensures that all teachers understand the rules and regulations, with clear performance standards in place. Lunenburg and Ornstein (2008) similarly describe autocratic leadership as one where the head of the school decides all policies and plans, directs staff on what to do and how to do it, and concentrates power within themselves. This leadership style restricts teacher autonomy and places a higher priority on work and academic performance than on the well-being of the staff. Directive autocratic leaders typically do not encourage participation in decision-making, organizing every aspect of the school environment. They dictate how tasks should be performed without maintaining open channels of communication, nor do they delegate authority or involve staff in policy formulation.

According to Degenhardt and Duignan (2010), numerous school heads still adhere to the traditional management model. These individuals tend to employ an autocratic leadership style, relying on formal procedures and disregarding the psychological needs of their teachers. As a result, these school leaders stifle creativity and place excessive emphasis on academic achievement, neglecting their role in cultivating quality human capital for educational development. In certain circumstances, Directive Leadership may be necessary.

For instance, in circumstances where school staff must closely coordinate their efforts to achieve high levels of student performance due to significant task interdependence, a directive approach may be effective. This is particularly relevant in scenarios where external stressors are high, such as during emergency drills or crises in the school environment. Additionally, directive leadership is beneficial when there is a need for direct communication between the leader and staff, or between staff and the broader school community.

Directive leadership can also be valuable when the school leader possesses the necessary experience to mentor new teachers or staff who require guidance in adopting effective

educational practices. When teachers have a strong drive for success, a directive leadership style may help them achieve their goals. Furthermore, directive leadership can be an effective strategy for reducing stress and bureaucracy within the school, fostering a more focused and goal-oriented environment.

Lines (2007) suggests that directive leadership can enhance job satisfaction among school staff by providing clear direction and structure, especially in less regimented school environments or during periods of significant organizational change. By clarifying roles and expectations, this leadership style can improve productivity, performance, and overall school effectiveness. When combined with supportive leadership, directive leadership can also reduce stress, burnout, and turnover among staff, while promoting unity and cohesion, which often leads to stronger relationships within the school community. Setting clear expectations helps motivate staff and focus their efforts on achieving the school's goals, ultimately contributing to school improvement.

Autocratic leadership may prove effective in secondary schools during crises or situations that demand quick, decisive action. For example, in emergencies such as natural disasters or sudden changes in school policies due to external pressures, an autocratic leader can make swift decisions that ensure student safety and continuity of operations. However, this benefit is often limited to short-term gains and specific situations.

One significant drawback of autocratic leadership at the secondary level is its potential to stifle teacher morale and creativity. In environments where the principal exerts excessive control, teachers may feel disempowered, leading to reduced job satisfaction, lower motivation, and diminished innovation in teaching practices (Locke, 2002). Over time, this can result in high staff turnover and a decline in the overall quality of education provided.

Autocratic leadership can hinder school improvement efforts by creating an environment resistant to change. In secondary schools, where continuous adaptation and innovation are

necessary to meet diverse student needs and keep pace with educational advancements, a rigid, top-down approach can prevent the adoption of new teaching methods, technologies, and curricula. This resistance can leave the school lagging behind more progressive institutions.

The sustainability of school improvement under autocratic leadership is questionable. As autocratic leaders often avoid developing successors due to the fear of being replaced, the school may face significant challenges in leadership transition. This can lead to instability and a potential decline in performance once the autocratic leader is no longer in place (Gronn, 2006). Furthermore, such leaders may focus on immediate results at the expense of long-term planning and development, which are crucial for sustained school improvement.

Autocratic leadership can negatively impact the school culture by fostering an environment of fear and compliance rather than collaboration and mutual respect. In secondary schools, where collaboration among teachers, students, and the broader community is essential for holistic education, an autocratic approach can undermine these relationships. This lack of collaboration can lead to a fragmented school community, reducing the effectiveness of improvement initiatives (Lunenburg & Ornstein, 2008).

The authoritarian nature of autocratic leadership can also have adverse effects on student outcomes. In a highly controlled environment, students may have fewer opportunities to develop critical thinking, problem-solving skills, and autonomy—qualities that are essential for success beyond the classroom. Furthermore, an oppressive school atmosphere can increase student stress and disengagement, ultimately leading to poorer academic performance and lower overall school success.

2.1.3. Democratic Leadership

2.1.3.1. Conception of Democratic Leadership

Democratic style of leadership refers to an approach that promotes collaboration decision making and the involvement of the followers in reshaping the environment and building

positive frameworks that support continuous improvement. In the context of the school environment, this leadership can play a very important role when it comes to empowering the stakeholders, the students, and staff members so that they can achieve their goals (Starrat, 2011).

Democratic style of leadership refers to an approach that promotes collaboration decision making and the involvement of the followers in reshaping the environment and building positive frameworks that support continuous improvement. In the context of the school environment, this leadership can play a very important role when it comes to empowering the stakeholders, the students, and staff members so that they can achieve their goals (Moran, 2005).

Some key characteristics of democratic leadership include inclusivity which is all about involving stakeholders in the process of decision-making regardless of their respective roles (Lumby, 2013). It ensures collaboration Among the team members so that they develop skills and participate in the decision-making process. Another important characteristic is the shared responsibility when it comes to achieving goals and it empowers team members to prolong the journey of success.

2.1.3.2. Transformational Leadership Theory

Democratic leaders and transformational leaders are similar in that they place a strong emphasis on candid dialogue, active participation, and teamwork when coming to decisions and addressing issues in the educational setting. Democratic leaders enable staff members, including teachers, to collaborate in order to achieve objectives and effect positive changes in the overall atmosphere, which can be considered as the driving force behind transformational leadership (Beachum & Dentith, 2004).

According to transformational theory, effective leaders create and promote a compelling organisational vision or representation. A vision relates to altered perspectives, attitudes, and

dedications, as opposed to objectives, assignments, and schedules, which are concerned with concrete and practical results. The job of a transformational leader is to set an example by his conviction to inspire the community to adopt a vision (Bsnsimon et al., 2000). Researcher (Cheng & Chan, 2002) described transformational leader as the one who influences values, attitudes and beliefs of staff and creates opportunities for future through a proactive approach towards organizational vision and mission. Contrarily, transactional approach is followed by a transactional leader for inspiring the staff members and this is believed more reactive pertaining to organizational goals. An increased demand for transformational leaders has been observed in regions, particularly Asia-Pacific, Europe and America, in the context of education reforms. From elementary school through secondary vocational and postsecondary education, all educational levels are covered by these reforms. The necessity of transformational leadership has been emphasised by academics like Townsend (2000) and Cheng (2000).

Maheshwari (2022) emphasizes the importance of managing change in a school environment, as our society is constantly evolving, and this has an impact on the expectations of stakeholders within the school. Studies have advocated that transformational leadership exhibits a pivotal role in fostering a leader's influence that motivates followers to become leaders themselves. Such leaders strive for creating an environment within the school where the staff tend to develop their own leadership abilities. (Sheilds, 2014). Researchers held the view that transformational leaders delegate authority to the subordinates rather than forcing it over them. Followers who employ this transformational leadership approach are able to accomplish goals they deem noteworthy. Consequently, leaders value their followers' accomplishments over their actions, while followers are given responsibilities that allow them to reach their full potential. Despite the perception that schools are places where adults find it difficult to collaborate, Bass & Bass (2009) point out that this is an essential component of teacher empowerment and leadership.

It is the heart of a principal's leadership to create a framework for shaping vision and mission of the school, and importantly, focusing to achieve it. Ultimately, school principals need to demonstrate their genuine concern towards promoting collegiality and shared leadership (Mills, Goos, Keddie, Honan, Pendergast, Gilbert, Nichols, Renshaw, & Wright, 2009).

2.1.3.3. Democratic Leadership and School Improvement

Considered a fundamental approach of democratic leadership when it comes to empowering followers in a challenging environment, especially in the context of educational institutions. This approach can be very helpful when it comes to dealing with the challenges of setting goals and making decisions. A group of members can work together to analyze information and work on areas of improvement to strengthen the overall system (Russell, & Stone, 2002).

When it comes to empowering educators, administrators, and parents, school-based management can be quite beneficial. Democratic leadership has the power to significantly alter the environment and succeed in doing so.

It is impossible to overlook the importance of culture in guaranteeing successful academic achievement. According to Muijs and Harris (2004), a culture is a multifaceted collection of values, presumptions, beliefs, and symbols that influence how an organisation functions to accomplish its goals (Ozaralli, 2003). As such, culture has a significant influence on schools as institutions. The fundamental aspect of organizational culture is collective values (Cuttance, 2005). A well-established culture of excellence and discipline centering upon vision and mission of a school is quite significant in promoting a legacy of school improvement. Schools with a strong culture of excellence will continue to thrive, regardless of changes in headship and leadership style.

Building a climate of cooperation and inclusivity in which all members of the school community—students, instructors, and parents—have an opportunity to engage in the decision-

making process is essential to improving schools via democratic leadership. By distributing decision-making authority throughout the school, this approach enables everyone to participate in significant choices and the improvement of the institution as a whole.

Figure 2.2

Model for cultivating DPPE
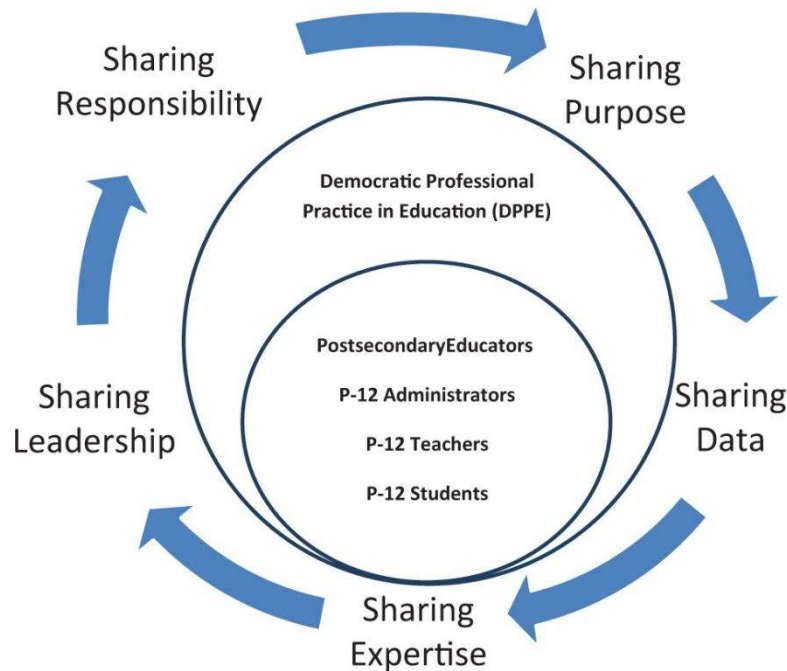
Source: Harris (2013)

Note. DPPE = democratic professional practice in education.

A framework for democratic leadership has been presented in studies by John Gastil (1990). This framework consists of three fundamental principles: the distribution of responsibility, empowering group members, and aiding decision-making. The democratic leader's role is to delegate responsibility, involve others, and work towards achieving specific objectives. By giving members of the group access to resources, encouragement, and freedom to decide for themselves, they empower them. Democratic leaders also foster positive interactions, uphold wholesome bonds, and foster an atmosphere that values democratic methods of decision-making. The foundation of democratic leadership is the idea that

cooperation and teamwork produce better decisions. Diverse viewpoints and innovative solutions are encouraged, and group engagement and productivity are raised. Democratic leadership facilitates decision-making among educators, parents, and students in the context of school improvement.

It spreads decision-making authority throughout the school, enabling all members to contribute to the overall improvement of the school. By embracing democratic leadership, schools can engage the entire community in decision-making, implementation, and monitoring processes, fostering a sense of ownership and collective responsibility for school improvement (Ghamrawi, 2013).

There are important steps to follow in order to use democratic leadership effectively. First and foremost, it is imperative to provide training to both members and leaders in order to guarantee the development of critical thinking and decision-making abilities. Members ought to be provided with chances to acquire and hone these abilities without worrying about failing (Malik, 2021). Leaders should also look for assistance to hone their own facilitation, relationship-building, and communication abilities.

In democratic leadership, neutrality must also be maintained. The objective is to empower members and streamline the decision-making process, despite the temptation to steer decisions in a particular way. It is the goal of leaders to be impartial members of the third party.

Finally, it is important to recognize that not everyone will be satisfied with the final decision. While it is natural to want to please everyone, it is not always possible. Instead, leaders should focus on finding opportunities to improve and learn from any feedback received.

The model presented illustrates the implementation and continuity of DPPE through comprehensive integration within educational institutions such as schools. All the staff

members working in different leadership capacities play a crucial role in fostering dialogue, needful facilitation processes and improved outcomes that has been focused for the individual's development so as to bring out the best of them.

A number of elements are included in the leadership advancement model, including sharing data, expertise, leadership, and responsibility. Together, these elements create a system that fosters inclusion, care, engagement, and dedication to development. Even though each part has a specific purpose, they can work together to empower and connect all parties involved. Teachers and school administrators working together and teachers supporting one another are key to developing a high level of DPPE (Yeigh, Lynch, Turner, Provost, Smith & Willis, 2018). Teachers and leaders can embrace their leadership roles and help to improve the educational system as a whole by developing the skills required in each component. Students are prepared for success in a global society by this culture of sharing and support, which also acts as a role model for them

It has been advocated that democracy is the best form of government for a learning organization. Under the direction and assistance of a democratic leader, the group make decisions together. When making decisions about various activities, the democratic style places a strong emphasis on open communication, consultation, and discussions with all members of the organisation. Furthermore, this leadership style involves the leader assigning specific tasks to subordinates, enabling them to take part in organisational decision-making following in-depth discussions (Bezzina, 2007).

Regarding the democratic leadership approach, workers exhibit positive attitudes towards their superiors and a strong sense of unity and active participation within the organisation (Smith et al., cited in Ezenne, 2003). Democratic leadership fosters improved group productivity and boosts employee morale by using discussion and negotiation as decision-making processes (Ezenne, 2003). A selected group of participants underwent

structured interviews to examine the different aspects of democratic leadership. The purpose of these interviews was to ascertain the opinions of educators about the democratic leadership style, how it is applied in classrooms, and how this style of leadership and academic achievement are related. If teachers are given the opportunity to participate in decision-making processes, they will feel a sense of ownership towards the decisions made and the policies implemented in the school. Moreover, adopting a democratic style of leadership can foster teacher leadership, which involves exhibiting principled pedagogic behavior that contributes to the overall improvement of the school (Mujis & Harris, 2002). In order to implement and sustain change in schools, teachers are essential (Hargreaves, Boyle & Harris, 2014). Schools can encourage distributed leadership by implementing a democratic leadership style, which gives teachers the freedom to take initiative. This strategy not only helps teachers become more motivated, but it also raises student achievement. In order to win over their subordinates' support and cooperation, the majority of school administrators favour the democratic leadership style over alternative approaches. People with intelligence and good ideas, like prefects, teachers, and students, are essential to the day-to-day functioning of educational institutions. It is imperative to take into account their suggestions and contributions.

Numerous school administrators have adopted democratic leadership or participatory governance mechanisms as a result of this management strategy. The school leader hopes to build commitment, trust, and respect among the staff by employing this approach. With this approach, people can actively participate in choices that directly affect their objectives and methods of operation. Students must participate in the administration and execution of decisions in schools because these decisions have an immediate impact on them.

Strong and intentional participative leadership is a hallmark of effective leadership in a school context. It appears that the head teacher at this particular school supports teacher

empowerment and leadership. One could argue that the pedagogical leadership exhibited by this educational leader. By highlighting the value of learning communities and the development of human capital developed the idea of pedagogical leadership. acknowledged the role that teachers' intellectual capital and students' social and academic capital play in the school's overall success (Kaniuka, 2012).

Successful schools foster a sense of community where values and goals are shared, and teamwork is emphasized. Schools can effectively utilize resources and enhance its effectiveness, quality of educational programs and create better learning and working environments by collectively working as a team. Therefore, successful teamwork is considered an essential element in the process of building successful schools (Katzenmeyer, & Moller, 2009).

In the context of secondary education, democratic leadership can be highly effective in fostering a school culture that values collaboration and shared responsibility. By involving teachers, students, and parents in decision-making, democratic leaders can create a more inclusive and supportive environment that encourages innovation and adaptability. This is particularly important in secondary schools, where the challenges of adolescence, diverse academic needs, and the pressure of standardized testing require a more nuanced and collective approach to leadership.

However, while democratic leadership has many benefits, it also presents certain challenges, especially in the context of secondary education. One potential drawback is the time-consuming nature of collaborative decision-making. In a fast-paced educational environment, where decisions often need to be made quickly, the process of consulting with all stakeholders can slow down the implementation of necessary changes. Moreover, the need to balance diverse opinions and interests can sometimes lead to conflicts or indecision, which might hinder effective school management.

Additionally, the success of democratic leadership in secondary schools largely depends on the ability of the leader to manage and facilitate discussions, ensuring that all voices are heard while keeping the focus on the school's goals. Leaders must be skilled in conflict resolution and possess a deep understanding of the school's culture to navigate the complexities of democratic decision-making effectively. As highlighted by Eckel, Green, Hill, & Mallon, (2015) study, strong participative leadership is crucial for fostering teacher empowerment and leadership, which are essential for successful school improvement.

Furthermore, while democratic leadership promotes inclusivity and shared responsibility, it is important to recognize that not all decisions can or should be made democratically. In certain situations, such as during a crisis or when dealing with urgent matters, a more directive approach may be necessary. Therefore, effective school leaders must be flexible, able to switch between leadership styles as needed to address the specific demands of the situation.

2.1.4. Facilitative Leadership

2.1.4.1. Conception of Facilitative Leadership

According to Fullan (2015) facilitative leadership states that it encompasses "the actions that strengthen the overall capacity of a school to adjust, address challenges, and enhance outcomes." The crucial aspect emphasized here is the notion of collectiveness, as the facilitative leader's primary responsibility is to encourage the engagement of staff members across all hierarchical levels.

Team members are empowered by effective facilitators who give them freedom and decision-making authority within their designated spheres of influence. They inspire people to take responsibility for their work and actively participate in reaching the objectives of the team. Facilitative leaders utilise a range of crucial strategies, including overcoming resource constraints, encouraging teamwork, providing constructive criticism, arranging and resolving

disputes, creating networks of communication, engaging in collaborative politics, and embodying the school's mission (Ozaralli, 2002). Facilitative leaders encourage open communication, attentive listening, and sharing ideas among team members to cultivate a supportive and inclusive atmosphere. Facilitative leaders focus on instituting group process that include decision-making, conflict resolution, problem-solving and consensus-building. They steer discussions and interventions to guarantee that the team adeptly overcomes obstacles and attains its objectives.

The facilitation of group processes, such as consensus-building, problem-solving, decision-making, and conflict resolution, is given top priority by facilitators. They facilitate talks and offer guidance to ensure that the team successfully navigates challenges and meets its goals. This leadership style prioritises empowering team members to participate in decision-making and problem-solving processes and fostering collaboration. However, such leaders concentrate on guiding discussions and processes to ensure all voices are heard and considered. Their goal is to find solutions aligning with the group's needs.

Facilitative leadership is a potent instrument for bringing about an inclusive atmosphere that values and celebrates diversity within an organisation. While traditional leadership styles usually rely on the leader making decisions alone and then informing the group, facilitative leadership involves involving others in the decision-making process.

2.1.4.2. Facilitative Leadership and School Improvement

According to Riley and Jordan (2004), facilitative leadership creates an atmosphere in which staff members and teachers are motivated to actively participate in decision-making, which in turn creates a sense of ownership and commitment to reaching the school's improvement goals. A wealth of information about the benefits of facilitative leadership styles on many facets of academic institutions has been gleaned from the substantial research on the connection between these styles and school improvement. Facilitative leadership

places a strong emphasis on empowerment, support, and collaboration. It fosters an atmosphere in which all parties involved are encouraged to share ideas, reach decisions as a group, and work towards shared objectives. This leadership approach has been found to have significant correlations with several key elements that contribute to school improvement.

The incorporation of facilitative leadership principles into educational policies ought to be a top priority for policy makers, as it aims to promote a more inclusive decision-making process in schools. Help school principals lead their team without taking charge, so that everyone in the school community can work together to achieve common goals. This means making it possible for people and organisations to become more effective by improving their capacity to reflect on and improve their work processes. (Priestly, Miller, Barrett, & Wallace, 2010).

Facilitative instruction is in perfect harmony with this paradigm because it gives students the freedom to decide how they want to learn, encourages them to build their own conceptual understanding, and offers opportunities for introspection and evaluation. This method increases student engagement and improves learning outcomes by fostering a positive learning environment where students feel empowered and motivated.

Additionally, the need for specialized training and ongoing professional development to effectively utilize facilitative instruction techniques presents a significant challenge. The Teacher Education Program's faculty holds the belief that although the effective teacher model is valuable, it is frequently oversimplified when describing a "generic" teaching style (Scalfino, 2005).

Facilitative instructional strategies are essential for raising student achievement and the calibre of instruction in schools. Teachers who play the role of facilitators inspire students to participate actively, support a growth mindset, and foster a happy learning environment. This method gives students the freedom to independently research ideas, collaborate with

classmates, and take part in thought-provoking debates, all of which contribute to a deeper comprehension of the material.

Facilitative leaders demonstrate the willingness to distribute their rightful authority and power, enabling others to utilize it in productive manners when making decisions that impact both themselves and their tasks. Consequently, this approach results in staff members discovering more significance in their work, fulfilling higher-level needs through their tasks, and cultivating improved personal and professional abilities.

A variety of qualities are included in the category of facilitative staff quality, such as effective communication, emotional intelligence, flexibility, and the capacity to create an atmosphere that is favourable to development and innovation. This characteristic is crucial for increasing organisational effectiveness because it fosters creativity, problem-solving, and employee engagement. Professional development programmes that emphasise management and leadership are essential for developing these attributes because they offer chances to improve one's skills, judgement, and strategic vision. Additionally, encouraging teacher autonomy and empowerment through systems of mentorship and support fosters a sense of ownership and enhances the atmosphere and culture of the organisation. The creation of an inclusive and supportive culture is instrumental in shaping the attitudes, behaviors, and overall performance of the staff, amplifying their commitment, and contributing to sustained organizational success.

Staff members who are facilitators play a crucial role in creating individualised learning experiences for students by modifying teaching methods, guaranteeing diversity, and creating a welcoming atmosphere for a range of learners. By leveraging facilitative skills to interpret and use data effectively, data-driven decision-making empowers educators to evaluate student progress, pinpoint areas for improvement, and fine-tune teaching methodologies. With this method, teachers can create interventions that are specifically tailored to the needs

of each student, creating a more adaptable and productive learning environment.

In order to facilitate the sharing of ideas, knowledge, and best practices among educators, collaboration and teamwork are essential components of facilitative Staff Enrichment. Employees who are facilitators foster a culture of collaboration and support professional learning communities that improve student outcomes and teaching effectiveness. Involving the larger community is also very important. Facilitative staff members connect schools and the communities they serve by forming partnerships with local organisations and encouraging community involvement. They then use these connections to leverage resources, knowledge, and support networks to enhance the educational process. One of the most important elements in improving student learning is leadership, which is vital in promoting school improvement. Many elements of the community, including the development of trust within the school, have a significant impact on how well the five essential supports for school improvement are progressing.

However, navigating challenges and barriers, such as resistance to change, limited resources, and differing stakeholder perspectives, poses significant hurdles to realizing the full potential of facilitative Staff Enrichment in school improvement efforts. Systemic changes, professional development, and strategic planning are required to address these issues. It is essential to set up extensive support networks, offer continuing education, and promote an adaptive culture. These obstacles can be addressed and the calibre and support of facilitative staff in school improvement projects can be improved by funding professional development programmes that help administrators and staff members hone their facilitative skills.

The implementation of facilitative leadership can lead to the empowerment and mobilization of stakeholders, fostering trust, encouraging consensus, and advancing collaboration. The involvement of stakeholders can enhance policy outcomes and

implementation, as well as establish credibility and trust (Schein, 2010).

Facilitative leadership is a valuable approach that facilitates the empowerment and mobilisation of stakeholders, builds trust, encourages consensus, and advances collaboration. This strategy can result in better policy outcomes and implementation, as well as the development of credibility and trust, by sharing power and encouraging consensus (Silins, & Mulford, 2004). The transition from traditional methods to a more dynamic, adaptable model is symbolised by the shift in school culture towards a facilitative one. The overall efficacy of the school, teacher satisfaction, and student achievement are all significantly impacted by this change. Schools that adopt facilitative cultures are better able to innovate, adapt, and respond to the varied needs of their students.

School improvement is driven by the relationship between stakeholder engagement and a facilitative culture. Case studies highlight the value of cooperation within a supportive culture by showcasing measurable gains in student conduct, academic performance, and school metrics. For progress to be sustained, obstacles to stakeholder participation must be addressed. Effective practices in school leadership foster collaboration, trust, and empowerment among stakeholders, allowing them to contribute to the improvement of the school. The implementation of facilitative leadership is imperative in fortifying an educational institution's ability to adjust, address obstacles, and improve outcomes. Facilitative leaders successfully leverage the collective knowledge and skills of the school community through active listening and inclusive decision-making, which accelerates improvement initiatives.

Facilitative leadership promotes autonomy among teachers, which can be particularly beneficial in secondary schools where teachers often have subject-specific expertise. However, balancing this autonomy with the need for cohesive school-wide strategies can be challenging. Secondary schools require a high degree of coordination across departments to

ensure that students receive a well-rounded education. Facilitative leaders must navigate the tension between allowing individual teachers the freedom to innovate and maintaining a unified approach to curriculum and instruction.

While facilitative leadership is effective in promoting collaboration and problem-solving, secondary schools often face significant resource constraints. Facilitators must be adept at navigating these constraints and finding creative solutions to support their staff. The challenge lies in ensuring that the emphasis on facilitative practices does not exacerbate existing resource shortages or create disparities among departments.

Facilitative leadership emphasizes stakeholder engagement, which is crucial for school improvement. However, secondary schools often have a more complex array of stakeholders, including parents, community members, and various educational professionals. Facilitative leaders must effectively engage these diverse stakeholders to build trust and support for school improvement initiatives. This can be particularly challenging in environments where stakeholder interests and expectations may conflict.

2.1.5. Situational Leadership

2.1.5.1. Conception of Situational Leadership

Although widely recognised in the field of managerial leadership, is not well-supported by data. Even though SLT is frequently covered in the leadership sections of well-known management textbooks, the theory's lack of empirical backing is rarely questioned. Major leadership textbooks do, however, recognise SLT's shaky evidence base. Interestingly, SLT is still widely used in management and teacher training programmes and is not as negatively regarded outside of the academic community. This is demonstrated by Blanchard's 2007 publication of an updated version of SLT.

Situational Leadership Theory (SLT), originally developed by Paul Hersey and Ken Blanchard, is a leadership model that proposes that effective leadership varies depending on

the situation and the maturity level of the followers. SLT suggests that no single leadership style is best; instead, the most effective leaders adjust their styles based on the readiness and development level of their team members (Hersey, Blanchard, & Johnson, 2012).

Key concepts of the situational leadership include leadership style like telling, selling, participating and delegating; follower reediness or maturity; and, adaptability.

Firstly, the telling style in situational leadership refers to high directive and low supportive behavior. Suitable for followers with low maturity or readiness who need clear instructions and supervision. The selling leadership style on the other hand is described as high directive and high supportive behavior. This is appropriate for followers who are willing but lack the necessary skills and require motivation and direction. The participating leadership style is characterized by low directive and high supportive behavior. This is considered best for followers with moderate to high maturity who can perform tasks but need support and encouragement. While lastly, the delegating leadership style is regarding as low directive and low supportive behavior. This is deemed deal for followers with high maturity who are capable of performing tasks independently (Hersey et al., 2012).

Secondly, the concept of maturity in situational leadership is defined by a combination of competence and commitment. Competence refers to the ability to perform a task, while commitment refers to the willingness to take responsibility for the task. SLT posits that as followers' readiness evolves from low to high, the leader's style should shift from directing to delegating (Northouse, 2019).

Thirdly, the notion of adaptability with reference to situational leadership suggest that leaders are required to continuously assess their followers' readiness and adapt their leadership style accordingly. This adaptability is a cornerstone of SLT, enabling leaders to effectively meet the changing needs of their team members (Hersey et al., 2012).

According to McCleskey (2014) Situational Leadership Theory (SLT) predicts that a

specific style of supervision can be recommended based on the level of maturity of subordinates. The definition of subordinate maturity is competence plus commitment. The following is a description of the relationship between supervisor behaviour and subordinate characteristics: supervisors should be less considerate and more task-oriented towards subordinates who are less mature. Task structuring should decrease with the maturity of subordinates, while considerateness should increase with mid-level maturity. Nonetheless, when subordinates attain a high degree of maturity, considerateness ought to decline. Four pairings of leader style and subordinate maturity are recognised for the purpose of explanation: (a) extremely immature subordinates who would benefit from a "telling" style of supervision; (b) somewhat mature subordinates who would benefit from a "selling" style of supervision; (c) somewhat mature subordinates who would benefit from a "participating" style of supervision; and (d) extremely mature subordinates who would gain from "delegating" their supervision. In essence, SLT predicts that the readiness for self-direction of followers (which can be seen as an alternative and less negative term for follower maturity) is a crucial contextual factor in determining the optimal leadership style.

According to Northouse (2007, pp. 96–97), SLT possesses various strengths in comparison to other theories of leadership dynamics. The theory has proven its durability in the market of leadership training programs, being widely recognized and commonly utilized for training leaders. SLT is also intuitively appealing, simple to understand, and appears to be applicable in a variety of leadership situations. Furthermore, unlike other leadership philosophies that are primarily descriptive, SLT is prescriptive by nature, offering guidelines for interpersonal relationships. One of the most important features of SLT's prescriptive guidelines is its recognition that no single leadership style is optimal or appropriate in every situation. Finally, SLT emphasises the significance of (a) developing followers' skill sets and (b) comprehending subordinates in terms of their readiness to take on more responsibility.

While SLT has been widely recognized and applied in various fields, including management and education, it has faced criticisms regarding its empirical validity. Several studies have tested SLT's predictions, with mixed results. For instance, Vecchio (1987) found that SLT's effectiveness was more evident with less mature subordinates but less so with others. Similarly, Nawaz and Khan (2016) supported SLT's applicability for less mature workers but found limitations in broader contexts. However, Blanchard's (2007) revisions to the theory, incorporating elements of employee empowerment, have addressed some criticisms by offering more nuanced leadership styles tailored to developmental stages (Blanchard, 2007).

2.1.5.2. Situational Leadership and School Improvement

Situational Leadership can play a significant role in improving secondary education by adapting leadership styles to meet the diverse needs of teachers and students. Its application in secondary schools can enhance instructional effectiveness, foster professional growth, and improve overall school performance.

One of the dominant characteristics of situational leaders is the capacity to tailor their style according to the needs of teachers and staff. Principals often use a "telling" style when working with new or inexperienced teachers. This approach involves providing clear, specific instructions and maintaining close supervision to ensure that new teachers understand their roles and responsibilities. This method is essential for building their initial competence and confidence in the classroom (Northouse, 2019). As these teachers gain more experience and begin to demonstrate increased competence, principals can transition to a "selling" style. This approach is designed to motivate and engage teachers further by offering support and encouragement, thus helping them to develop a deeper commitment to their roles and responsibilities.

For more experienced teachers, principals may find a "participating" or "delegating"

style more effective. A participating style involves leaders working collaboratively with teachers to refine their teaching practices and address any challenges they might face. This style fosters a supportive environment where teachers can share ideas and work together on professional development (Hersey et al., 2012). Alternatively, a delegating style may be appropriate for highly experienced teachers. In this approach, principals grant teachers the autonomy to take initiative and lead projects, thereby promoting professional growth and allowing teachers to apply their expertise in innovative ways.

Apart from this SLT's adaptability supports customized professional development programs. School leaders can assess teachers' readiness levels and provide targeted training and support. For example, teachers in the early stages of their careers may benefit from structured mentorship and clear guidelines, while seasoned educators may thrive in environments that promote collaborative problem-solving and innovation (Chemers, 2014).

By applying SLT principles, school leaders can better support their teaching staff, which in turn can positively impact student learning outcomes. For instance, principals who adapt their leadership style to address specific challenges faced by teachers can help create a more supportive and effective learning environment. This tailored approach can lead to improved teaching practices and, consequently, enhanced student performance (Hersey et al., 2012).

Secondary schools often deal with a diverse range of students and staff. SLT enables school leaders to address varying needs by modifying their leadership approach based on the specific context. This flexibility helps in managing classroom dynamics, implementing school-wide initiatives, and responding to challenges such as resistance to change or varying levels of student engagement (Blanchard, 2007).

While SLT offers valuable strategies for school improvement, it also faces challenges. The need for leaders to continuously assess and adapt their styles can be demanding, and the

effectiveness of SLT can vary based on the specific context and implementation. Additionally, SLT's effectiveness in predicting outcomes has been debated, and leaders must be mindful of balancing flexibility with consistency (Vecchio, 1987; Nawaz & Khan, 2016).

Table 2.1

Leadership and School Improvement

Type of Leadership	Role in School Improvement
Authoritative Leadership	- Clear direction and decisive decision-making may lead to swift implementation of changes. - Can establish a sense of order and discipline within the school environment. - May result in efficient execution of initiatives and alignment with set goals. - Potential drawbacks include reduced autonomy and collaboration among staff.
Democratic Leadership	- Encourages active participation and collaboration among staff in decision-making. - Fosters a sense of ownership and engagement, promoting a positive school culture. - Allows diverse perspectives to be considered, potentially leading to innovative ideas. - May take longer to reach decisions, and consensus may be challenging to achieve.
Facilitative Leadership	- Focuses on supporting and enabling staff to achieve their goals and objectives. - Emphasizes collaboration and open communication, promoting a positive work environment. - Enhances team effectiveness through active facilitation of group processes. - May require skilled facilitation to ensure effective decision-making and progress.
Situational Leadership	- Adapts leadership style based on the specific needs and readiness of the team. - Allows for flexibility and responsiveness to varying situations and challenges. - Can lead to tailored support for individual or team development. - Requires a deep understanding of situational dynamics and effective leadership assessment.

While SLT offers a flexible approach to leadership, its application in secondary education presents several challenges. One key issue is the demand for continuous

assessment and adaptation of leadership styles. This dynamic requirement can be taxing for school leaders who must frequently evaluate and adjust their approaches to meet the evolving needs of teachers and students. Additionally, the effectiveness of SLT can vary based on the specific context and implementation, raising concerns about its reliability and consistency in predicting outcomes (Vecchio, 1987; Nawaz & Khan, 2016).

SLT's theoretical foundation, which emphasizes the leader's ability to adapt their style based on follower readiness, may not always align with the practical realities of school environments. For instance, while a "delegating" style can foster autonomy in experienced teachers, it may also risk leaving them without adequate support, potentially leading to issues if not carefully managed (Blanchard, 2007). Furthermore, the theory's empirical validity has been questioned, with mixed results in studies assessing its impact in various contexts, including education (Vecchio, 1987; Nawaz & Khan, 2016).

2.1.6   Educational Leadership

Since the study takes place in a school, the important literature and research from educational leadership are covered in this section. Principal's job has been characterized by centrist perspective with regard to its pivotal nature in school's decision-making and managing day-to-day matters (Crowther, Kaagan, Ferguson & Hann, 2002). Recent studies have furthered the role of school head from hierarchical structure and found that student learning is better managed by collaboration between principal and teachers. Some researchers held the view that there should be a "performance based accountability" based on student achievement data in the newly leadership climate for school performance. This gives administrators a plethora of information about student performance to help them decide what needs to be improved. They discovered from their research that a wealth of helpful literature exists on the functions and traits of successful leaders. Unfortunately, leaders are not well-informed about effective leadership techniques that foster long-term school improvement,

especially when it comes to enhanced student learning outcomes.

This acknowledges the significance of the roles played by teachers and principals in promoting improvements in student learning. According to other studies, teachers are expected to assume leadership roles in schools and support a shared responsibility for improvement (Crowther, 2010; Katzenmeyer & Moller, 2009). The second sub-theme is based on the literature on various leadership strategies employed in schools that uphold the leadership roles of the principle and teacher. These four leadership philosophies are co-principal, parallel, educational, and teacher. The four are explained in detail in the following parts.

Educational leadership has evolved from a hierarchical model, where principals were central decision-makers (Crowther, Kaagan, Ferguson, & Hann, 2002), to a more collaborative approach. Current research emphasizes the benefits of principals and teachers working together to enhance student learning (Crowther, 2010; Katzenmeyer & Moller, 2009). Despite this progress, challenges persist. Performance-based accountability systems that focus on student achievement data can lead to an overemphasis on measurable outcomes, sometimes neglecting qualitative aspects of learning and fostering competition rather than collaboration (Crowther, 2010). Additionally, there is often a gap between theoretical knowledge and practical implementation of leadership strategies, which can impede long-term school improvement. While various leadership models, such as co-principal and teacher leadership, are proposed, their effectiveness can vary based on the school's specific context (Katzenmeyer & Moller, 2009). Bridging this gap remains a key challenge for achieving sustained educational improvement.

2.1.7 Educative Leadership

According to the literature, "educative leadership" refers to a leadership style that can influence others to provide this experience and improve student learning (Bezzina & Burford,

2014; 2010). With regard to learning outcome, it is more related to "right and wrong, justice and injustice, truth, aesthetics and conversation of living ideals in education". Educative leadership is considered as significant for the present study since this leadership encompass the ability to creating improved learning environments for better student outcomes and provides information about successful school improvement initiative.

Researchers conducted a study titled Educative Leadership Project (ELP) in which it was found what type of leadership is effective for addressing issues about staying genuine while managing the sensitiveness of accountability in education (Duignan & Macpherson, 1993). The project employed academic experts and exemplary practitioners to investigate the relationship between the theory and practice of educative leadership. Three realms comprise the model for educative leadership developed by Duignan and Macpherson (1993). Firstly, "the realm of things" related to practical realities of performance, resources, and consequences. Secondly, "realm of ideas" that include what is right and significant in a particular context. And, thirdly, "realm of people" focusing on realignment of meanings given to social reality and the legitimization of those meaning. This model recommended that a leader needs to adopt a holistic approach so as they foster to create, maintain and develop associations between the three realsm. (Duignan & Macpherson, 1993).

2.1.8 Parallel Leadership

According to Crowther (2010b), parallel leadership can be defined as "a process whereby teacher leaders and their principals engage in collective action to build and sustain enhanced school capacity". According to studies on parallel leadership, "mutual trust, shared purpose, allowance for individual expression, and a commitment to sustainable school success" are the four qualities that are essential for the promotion of parallel leadership (Crowther, 2010a, 2010b). According to Andrews and Lewis (2004), mutual trust is the first feature that fosters an environment wherein teachers and principals recognize one other's gifts

and each "accepts the responsibilities and expertise that are associated with the role of the other" (Andrews & Lewis, 2004).

As Crowther et al. (2002), stated that, Teachers who work in contexts where trust is "nurtured, practiced, and valued". The principal and the instructors both benefit from this kind of parallel leadership. Mutual trust is a crucial component of this study since it can improve the principal-teacher connection, which is beneficial for leadership development and school improvement.

Another feature of parallel leadership is the allowance of personal expression. This idea acknowledges that educators require support in order to flourish as unique individuals with goals and abilities of their own. They will share these attributes with colleagues in professional conversations and dialogue. It does not imply that they operate independently of other community members or that they operate in a vacuum. The work of Crowther et al. (2009) still fits with the goals and objectives of the school, and by giving teachers the freedom to exercise their leadership and direct initiatives and projects in their own unique ways, they experience a genuine sense of worth for their identity and abilities. Next, the principal-teacher leader relationship is strengthened, which leads to additional school improvement. This theory backs up the findings of Maslow and Herzberg (Carson, 2005; Herzberg et al., 2009), who determined that in order for people to feel a sense of success and accomplishment, certain needs must be satisfied. Appreciating teachers' abilities and knowledge fosters self-assurance, dedication, and a sense of ownership over their part in school improvement, all of which are important for this research.

A dedication to long-term school success is the fourth attribute of parallel leadership. The definition of parallel leadership now includes this attribute, which was added recently as a result of ongoing research conducted by Crowther et al. (2010a). It acknowledges that principals and teacher leadership must collaborate and be recognised for the distinct and joint

roles they play in school improvement if improvement is to be sustained rather than being a "one-off fix" for a specific issue (Fullan, 2014). This characteristic bears resemblance to those listed by Gronn (2002) concerning the distributive leadership methodology. It explains how businesses leverage the unique abilities and knowledge of people to further their long-term objectives and ensure their sustainability. Because of its connection to school improvement and the significance of integrating and upholding the improvement within the school, the notion of sustainability is pertinent to this study.

According to Crowther's (2010) definition, which is a subset of parallel leadership, this leadership style emphasises the dual roles of principal and teacher. In their respective fields of specialisation, they collaborate "to build and sustain enhanced school capacity" (p. 36). Parallel leadership recognises that while the roles of a principal and a teacher are similar, they are not the same. The second differentiation acknowledges that modern schools are learning institutions and that there is a clear link between enhanced academic performance and school-based leadership (Andrews & Lewis, 2004).

In conclusion, a collaboration between the principal and the teacher is a key component of parallel leadership. To enhance the learning environment for students, they collaborate and each use their area of expertise. There are connections to other leadership models through the four qualities that have been found to be necessary for parallel leadership to succeed: mutual trust, a shared goal, freedom for individual expression, and dedication to long-term school success. Additionally, they offer aspects of effective delegation and leadership that have aided in the development of schools. which are all crucial to how this study is going to be conducted.

2.1.9 Teacher Leadership

The roles of the principal and teachers in school leadership are further distinguished by teacher leadership. Muijs and Harris (2006) defined teacher leadership in two ways based on

a study of teacher leadership in the United Kingdom. There are two main ways in which leadership can be demonstrated: firstly, through formal leadership roles such as head of department, subject coordinator, or key stage coordinator, which involve management and pedagogical responsibilities; secondly, through informal leadership roles such as coaching, mentoring, and leading action research. According to the second definition, which states that "all teachers may become leaders at various times", teachers may decide to take on leadership roles at different times and in different contexts based on their qualifications, experiences, and areas of expertise.

If given the chance and willingness, teacher leadership suggests that educators can and should be in a prime position to positively influence school improvement. In order to achieve the school's vision and objectives, this also takes into consideration the ideas of Gronn (2002) regarding distributive leadership and recognises the abilities and knowledge of teachers who share leadership at various times. The unique quality of teacher leadership is its capacity to impact student outcomes through pedagogical leadership. This idea is reflected in Robinson's (2011) work, which also adds that instructors collaborate in professional learning communities to develop their capacity and become more motivated to positively impact pupils. According to Ghamrawi (2013), professional development led by teachers fosters teacher leadership. This kind of leadership fosters a culture of professional growth and increases teacher capacity. In the classroom, teachers have the most direct influence over students and set up the conditions that promote learning.

This notion is consistent with Bosnich's (1996) theory of subsidiarity, which holds that local actors have an obligation and a right to decide issues that directly impact their workplace. According to York-Barr and Duke (2004), in their study, "teachers who participate in making decisions about conditions that affect what happens inside classrooms have a greater sense of empowerment," which translates into a stronger sense of dedication

to the goals and vision of the school. A thorough description of teacher leadership is given by Crowther et al. (2002), who state that: Teacher leadership encourages moral behavior to attain success for the entire school. It uses the unique ability of education to mold meaning for kids, teens, and adults. Additionally, it enhances the quality of community life over the long run.

Three key topics emerged from a study (Beachum and Dentith, 2004) involving 25 teacher leaders in five different schools about the existence and encouragement of teacher leadership. The first theme delineated distinct school structures and organizational patterns; the second theme identified shared processes and behaviors among the teachers surveyed; and the third theme recognized the deliberate and targeted utilization of outside resources in conjunction with solid community ties. According to the study, creating new positions and organizational frameworks that promoted teacher leadership was necessary to promote accountability in the classroom. It also implied that teacher leadership may bring about constructive change in schools. It was suggested that teacher leadership could "guide innovation and ingenuity" and bolster the idea that principals and teachers can collaborate, drawing on their respective areas of expertise, to give students access to a real-world learning environment. This idea is corroborated by the research conducted by Crowther et al. (2009) and Bezzina and Burford (2010; 2014).

Teacher leadership is a way for educators to share their love of teaching while also acknowledging their pedagogical competence and their capacity to collaborate with principals to realize a common goal for student education. The idea of teacher leadership and how it is used in each of the study's participating schools offer insightful perspectives on leadership experiences and how they affect the advancement of educational institutions. The teacher's capacity and knowledge to lead at appropriate moments have been the central emphasis of the teacher leadership idea.

2.1.10   **Co-principalship Leadership**

It has long been believed that the principal and the role of school leadership are "synonymous" (Hargreaves & Fink, 2006, p. 96). It is assumed that the principal is the only person with the authority to guide and decide in educational institutions. According to Cannon (2004), the role "has evolved to a point where the role has broadened, deepened, and become more complex today." Rethinking the role for the future and expanding our perspective on existing models are essential if the role is to be sustainable. (Fullan, 2014; Duignan & Cannon, 2011; Sergiovanni, 2009). A study by Cannon (2004) examined the possibility of redefining the function of Catholic school principals to draw in more qualified candidates and keep hold of current principals. Using a combination of survey and interview techniques, the study was conducted in two stages with assistant principals, primary and secondary principals.

They align with the distributive leadership theory, which was first introduced by Gronn (2002) and emphasises shared leadership and utilising participants' skills and knowledge to accomplish goals. The study's participants endorsed a flexible, tailored shared leadership approach for the principalship that took into account the unique circumstances of the school. In terms of this study, these attributes might offer components of effective leadership that could aid in school improvement.

Table 2.2

Educational leadership

Type of Leadership	Role in School Improvement
Educative Leadership	- Promotes a culture of continuous learning and professional development among staff. - Emphasizes instructional leadership, focusing on improving teaching and learning practices. - Encourages a collaborative approach to problem-solving and decision-making.

Parallel Leadership	• Facilitates a shared vision for educational goals, fostering a sense of community. • Cultivates distributed leadership, allowing for diverse leadership roles within the school. • Enhances collaboration and communication among various leaders and stakeholders. • Provides opportunities for different leadership styles to complement and support each other. • Strengthens overall organizational effectiveness through shared responsibilities.
Teacher Leadership	• Empowers teachers to take on leadership roles in decision-making and school improvement. • Harnesses the expertise of teachers for curriculum development and instructional improvement. • Enhances teacher morale and job satisfaction by recognizing and valuing their contributions. • Strengthens overall organizational effectiveness through shared responsibilities
Co-Principalship	• Distributes administrative responsibilities between two co-principals, providing a shared leadership model. • Offers complementary skills and perspectives, potentially enhancing decision quality. • Facilitates a collaborative leadership approach, promoting inclusivity and diverse viewpoints. • Requires effective communication and coordination between co-principals for success.

In a nut shell, co-principal ship offers the chance for many dispersed methods of leadership in educational institutions. It focuses on the growing realization that leadership must be shared and that no one individual can be entirely responsible for everything that occurs in schools. It acknowledges that principals possess specialized knowledge in strategic leadership and that the Focus of Leadership may highlight each teacher's unique skills for school improvement in collaboration with the principal.

These components provide context for the research, which aims to identify the best leadership traits that motivate teachers to assume accountability for school development. One idea that has been emphasized in leadership literature is school improvement. The concept of school improvement is looked at as the second theme of the literature study in order to

investigate the main research issue, which relates to the leadership of school improvement.

2.2 THEME 2: SCHOOL IMPROVEMENT

A successful society is thought to be largely dependent on education, and the quality of that education is largely responsible for reshaping the future. The main idea behind school improvement is to involve educational institutions in ongoing improvement. This includes a variety of initiatives and tactics aimed at ensuring that kids receive high-quality education. Four key determinants of this theme of school improvement—leadership focus; Staff Enrichment; Instructional Transformation; Positive School Culture—are discussed in this section. (Shen, 2020).

Figure 2.3

School Improvement
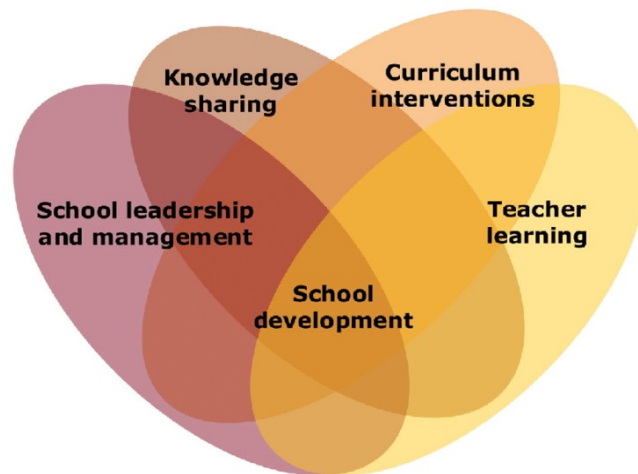
Source: (Kovac, 2019)

Investigating these factors will help us comprehend how they contribute to successful learning environments. To put it briefly, deliberate efforts to improve the general quality of education and concentrate on the administration of related activities have the potential to completely alter the educational system. Because it's the most crucial component of an effective school improvement, decision-making is linked to many significant things,

including school improvement. Schools gather and examine information about student performance as well as the efficiency of instruction, instructional strategies, distribution of resources, and much more. Secondly, school improvement involves professional development that includes investing in the development of teachers for the continuous improvement of the school system (Wei et.al, 2021). Community and parents also play an important role in the process because they directly influence their children's education. Other important parts include student-centered learning and, the climate of the school. The four determinants can be helpful in overall school improvement.

Studies on school improvement has emphasized the importance of the key transformative processes and focusing prioritized targets within particular contexts (Harris, 2020). It is very important to modify internal conditions for enhancing school's capacity for successful change (Hopkins, Harris & Jackson, 1997). Numerous researches highlighted the significance of school contexts and capacity building for school improvement. In order to achieve desired results, capacity building is essential. Without it, schools may find it difficult to maintain ongoing SI initiatives that raise student achievement. (Hopkins & Reynolds, 2001).

Researcher like Harris (2011) has sensitized the significance of intentional, purposeful, and targeted capacity building to achieve initiated change. Other studies show that school's capacity is comprised of five interlinked aspects that influence the quality of teaching and student learning (King & Bouchard, 2011). These aspects are regarded as professional community teacher's competencies and attitudes towards instruction, effective school head, technical resources as well as program coherence. Significance of teachers' capacity building for school improvement through teacher development programs has been emphasized (Mincu, 2015). Studies based on change within schools have highlighted inquiry and collaboration as founding stone to improve school's capacity for successful change

(Constantinou & Ainscow, 2020). It has been suggested that schools must implement school improvement project for changing into a professional learning community (Ates & Unal, 2019).

The impact of school climate on student outcomes, including academic, behavioral, and psychological outcomes, has been extensively studied and is considered a driving force behind school improvement. Thapa et al. (2013) define school climate as the collective experiences of school staff, students, and parents in various aspects of school life, such as social, emotional, civic, ethical, and academic experiences. They propose that one way to better understand the procedures and endeavours associated with school improvement is to look into the school climate through the perspectives of teachers, parents, and students in four major areas: safety, relationships, Instructional Transformation, and the institutional environment. Furthermore, school climate has been found to be a significant predictor of student achievement by Karadağ et al. (2016). These results emphasise the significance of school climate and the ways in which it can greatly influence efforts to improve schools.

Murphy (2013) has presented a new approach related to school improvement. In his framework five key elements has been outlined necessary for school improvement. These include: an essential equation, building material, construction principles, enabling supports, and integrative device.

2.2.1   Theories of School Improvement

According to (Hoeben, 1998), The emphasis of initiatives to improve schools has shifted to problems with effectiveness, like student outcomes and teaching and learning procedures. The ultimate objective must be to improve student outcomes, regardless of whether the improvement is focused on classroom management or school organisation. The ability of a school to own changes is more important than where they came from. A school needs to exhibit an ownership mentality and be ready for changes.

Addressing the issue of school culture is essential to the success of school improvement. There is a real risk of brief and superficial changes when the school structure is altered as part of improvement initiatives, but the school culture stays the same. Positive school culture traits are essential for promoting school improvement. For example, schools ought to have common objectives and a sense of accountability for accomplishment. Collegiality, risk-taking propensity, respect and support for one another, transparency, and a commitment to lifelong learning are further prerequisites.

School improvement is supported by a number of theories. These ideas aid teachers in comprehending how pupils pick up knowledge and how good teaching may promote learning. There are three main theories: constructivism, behaviorism, cognitivism.

Constructivism is a well-known ideology that holds that by building on their existing experiences and ideas, students actively create their own knowledge. Learning is an interactive process in constructivist classrooms, where teachers work as facilitators, helping students to find and create their own knowledge. To get students involved in active learning, constructivist methods frequently use cooperative learning, problem-based learning, and hands-on activities. These techniques support students' deep conceptual understanding and enable them to draw meaningful connections between ideas (Blazar and Kraft, 2017).

The core tenets of behaviourism are observed behaviours and the idea that reinforcement and conditioning help students learn. This idea holds that students can be guided towards desired behaviours and outcomes through methodical, repeated instruction. Behaviourist approaches often use techniques like task repetition, feedback, and positive reinforcement to shape and reinforce desired behaviours and learning outcomes. These techniques are particularly effective for developing skills and learning procedures.

The focus of cognitivism is on the function of cognitive structures and mental processes in learning. This approach holds that pupils actively analyze knowledge and apply critical

thinking and problem-solving skills. In order to support students' internalization of material and development of deep knowledge, cognitivism-based instruction frequently incorporates techniques like concept mapping, metacognition, and schema-building (Pokhrel and Chhetri, 2021).

Figure 2.4

Constructivism
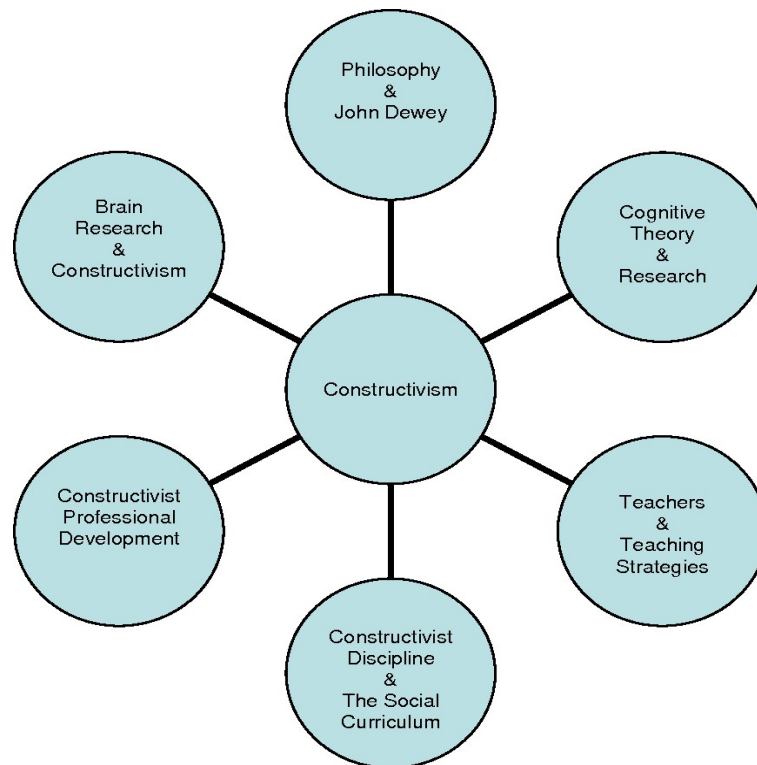
Source: (Serhat, 2021)

The concept of human capital theory places emphasis on the value of investing in the knowledge, skills, and abilities of individuals within an organization. When it comes to education this theory highlights the importance of having high-quality teachers and staff who serve as assets. According to this theory, schools can enhance their performance by recruiting, retaining, and developing staff members (Brintseva, 2019).

The premise of the professional learning community theory is that educational institutions ought to be designed as learning communities where teachers participate in

cooperative learning and introspection. According to this theory, staff members and teachers should be encouraged to collaborate, be curious, and exercise shared leadership. PLCs give teachers the chance to collaborate, exchange best practices, examine student data, and create lesson plans. This theory emphasizes how important it is to create an environment at work that promotes employee development and student success. (Mintzes et al., 2013).

Figure 2.5

Emotional Intelligence

Self-awareness

Motivation

Empathy

Emotional
Intelligence

Social Skills

Self-regulation
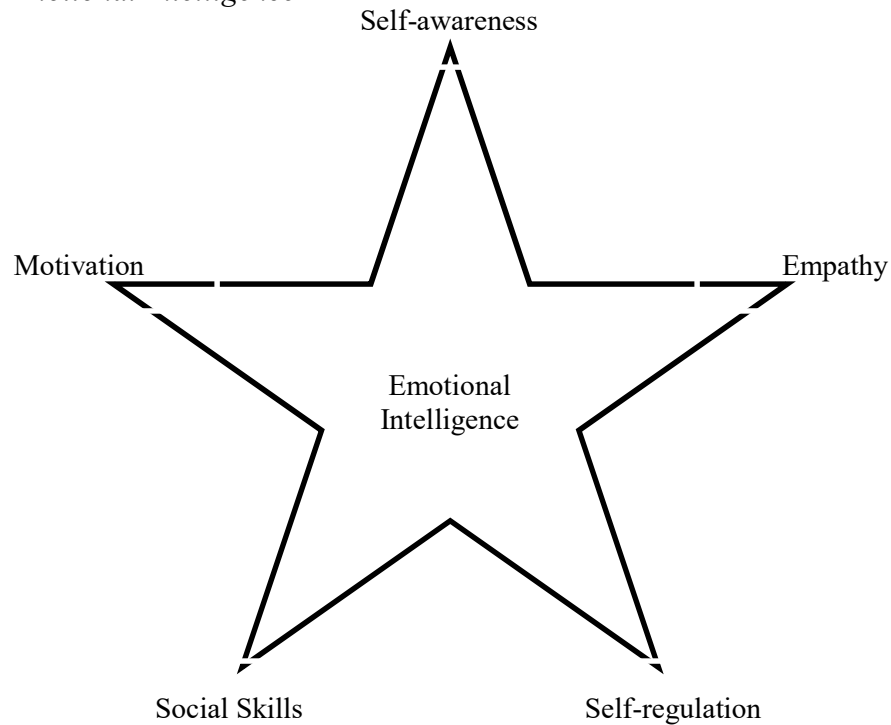
Source: (Bob, 2007)

Emotional intelligence theory highlights the importance of recognizing and managing one's emotions while also understanding and responding to the emotions of others. Staff members who possess intelligence can establish positive relationships cultivate a supportive school culture and effectively address various student needs including social and emotional well-being (Joseph & Newman, 2010).

2.2.1.1   Continuous Improvement Theory

One of the most commonly utilized techniques for continuous improvement is the four-

step quality assurance approach known as the plan-do-check-act (PDCA) cycle:

Figure 2.6
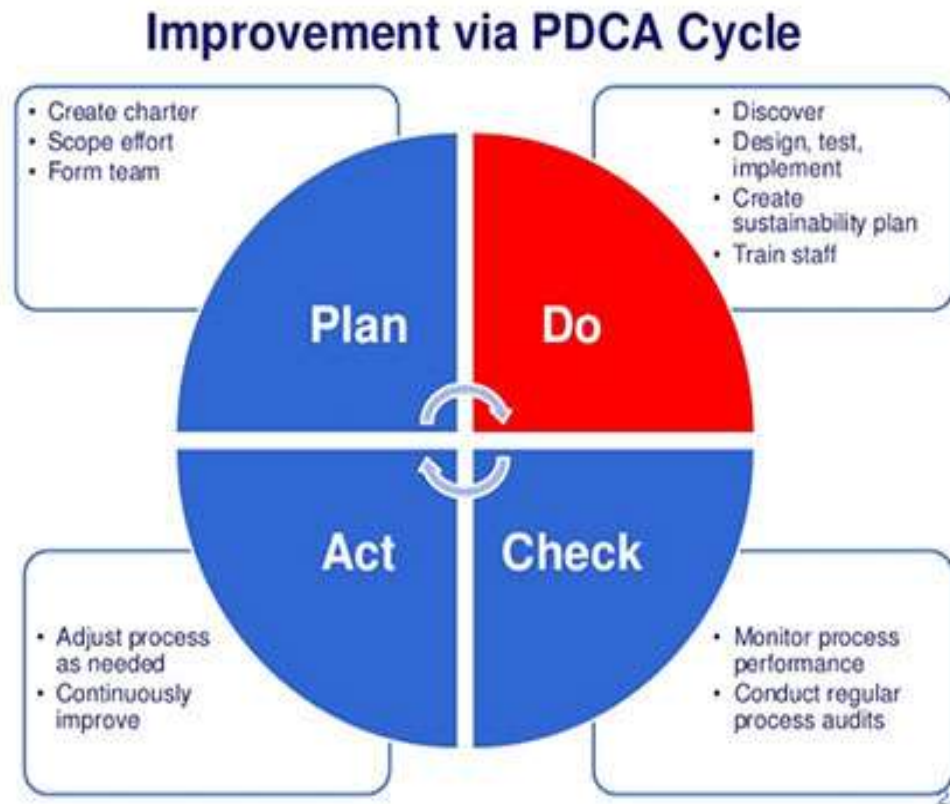
Source: PDCA Cycle

Continuous improvement planning encompasses several key steps. Firstly, goals are set, followed by the identification of areas that require improvement. Subsequently, the necessary actions to achieve these goals are determined. Additionally, data analysis plays a crucial role in identifying areas for improvement.

It very important to devise a plan for improvement. The change can be managed and implemented effective once the planning phase has been carried out in an efficient manner.

The third principle involves checking the results of the implemented changes. This can be achieved by monitoring and evaluation of progress on set goals during planning phase. The progress related to school improvement can be tracked and analysed by data whether the desired effects have been achieved.

Finally, the last principle is acting upon the outcomes that has been obtained from monitoring and evaluation procedures. The principles can be standardized if the changes proved effective. The plan is then needed to be revised if the results are not desirable.

It must be considered that continuous improvement cycle is fruitful only if it is ongoing with each step building upon the previous one and drive further goals of improvement.

This journey is not a one-size-fits-all approach when it comes to implementing improvement strategies or techniques. It is a deliberate process that necessitates observation, analysis, planning, and action.

2.2.1.2   Learning Organization Theory

A group of people with an ongoing and enhanced ability to learn and apply that knowledge to the corporate culture as a whole constitute a learning organisation. Learning processes are carefully analysed, assessed, developed, and matched with particular aims and objectives in this kind of organisation.

A learning organisation explores organisational problem-solving, innovation, and learning beyond the simple training of employees. For instance, workers in a learning organisation investigate the underlying causes of an issue and come up with solutions to stop it from happening again rather than just throwing away a failed project. The realisation that an organization's most valuable resource is its people serves as the centre of a learning organisation.

Every perfect organisation encourages a learning atmosphere where people can benefit from one another's knowledge. Every worker aspires to improve and grow in their professional abilities, and management offers chances for workers to advance their careers.

Organisations do not become learning organisations by accident; rather, the process of becoming a learning organisation involves several steps. The humanist viewpoint places a strong emphasis on how important it is for people to try to learn and adapt. People need to

take charge of their own development and bravely go through personal transitions in order for learning to occur. Enhancing the learning process can be accomplished through creating nurturing environments that address human needs. (O'Hara, 1996).

Fig 2.7

Fundamentals of Learning Organization
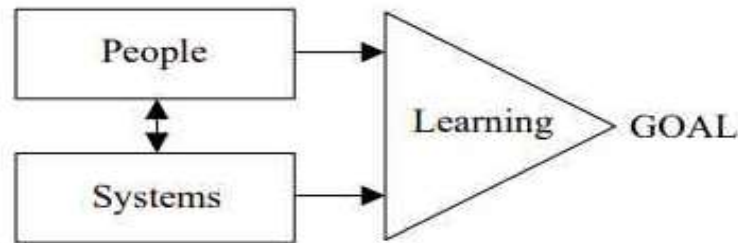
Source: Scholtes, (1997)

Problems arise from inadequate systems; according to Scholtes (1997), systems, procedures, and methods—rather than employees—are the primary cause of most issues in organisations. It is pertinent to noted that if learning is made part of the internal system, processes, strategy and more of a routine, it directs learning and actions of others (Crossnan, Lane & White, 1999). People pick up skills from one another, which means that when they interact with others, they find opportunities, communicate, and complete tasks. People tend to build complex relationships with their counter parts and get benefits from own and other people's insights (Allen, 1996). As a consequence, organized learning happens individuals consciously strive for enabling themselves on both individual and organistional level. This in turn, develops sustainable systems that assist improvement process.

The process of establishing a learning organization presents challenges to employees and communities, as it requires the utilization of their cooperative intelligence, learning abilities, creativity, and the transfer of knowledge. Continuous professional development is also a crucial aspect of building a learning organization.

Honey & Mumford's Learning Pyramid model clearly illustrates that individual learning and self-development serve as the foundation for a learning organization.

Continuous learning at individual level is important but more efforts are need to influence change due to the fact that learning need to be sustained and made part of the ongoing systems.

2.2.1.3   Community of Practice Theory

For educators, the process of learning that supports the development of subject-matter expertise, pedagogical abilities, attitudes, and beliefs within communities of practice is known as continuous professional learning. Participant accountability refers to major curriculum practitioners' diligence and accountability. Curriculum implementation is the process of implementing the curriculum in schools. "Learning communities of practice" are associations of practitioners who take turns being accountable for completing professional development activities that improve the skills required in the classroom. (Geletu, G. M., & Mihiretie, D. M, 2023). When people gather in groups around shared interests or concerns, known as communities of practice (CoPs), professional learning can be viewed as a socially situated endeavor that teaches them how to enhance their practice through intentional

interaction with real-world problems (e.g., Patton & Parker, 2017).

Figure 2.8

Community of Practice
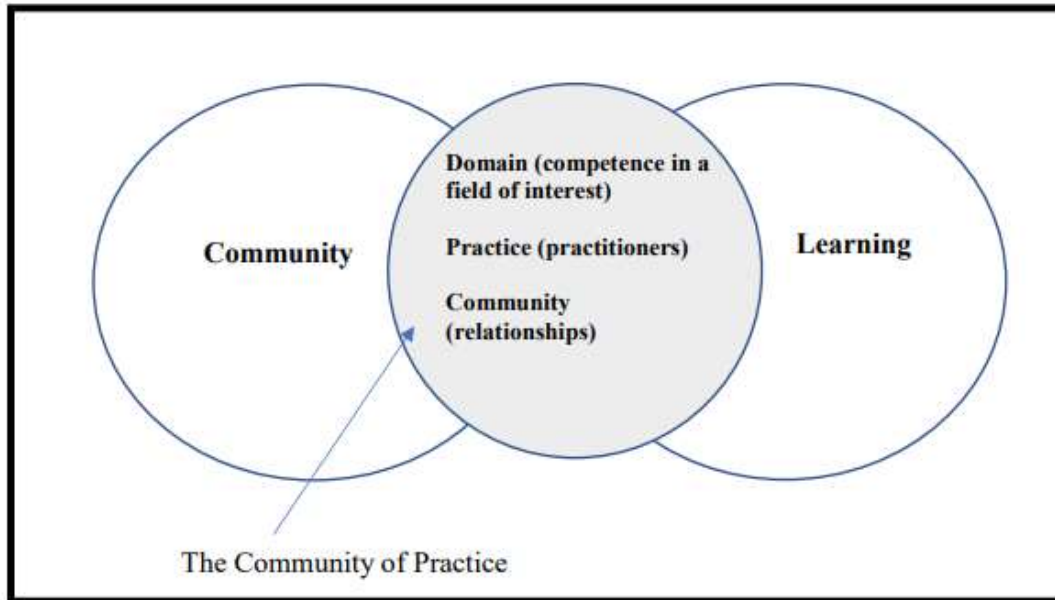
Source: Lave and Wenger, (1991)

According to Pyrko et al. (2017), By helping one another understand the same topic or subject in their field of interest, participants in these types of "thinking together" activities indirectly share implicit knowledge. The experts point out that this type of collaborative learning process is what actually makes CoPs come to life, not the other way around. Research indicates that there are three key components that should be considered when creating or establishing CoPs. At first, these communities are based around a shared interest, such as research, and their members engage in collaborative projects and discussions, provide mutual support (by collecting, analysing, and discussing research data, for example), and exchange information (such as materials related to research). Second, and this leads to the third characteristic, members form community-oriented ties that allow them to exchange resources and learn from each other for their practice (Wenger et al., 2002). The idea of the CoPs, which can take many different forms (such as formal or informal, take place online or

in person, within an institution or between institutions), can offer a strong framework for analyzing learning in educational programs (e.g., Benko et al., 2016; Sim, 2006).

Over time, research has shown that CoPs can be used for a number of purposes, including improving training, fostering professional development, and raising research output (e.g., Little, 2002). Hadar and Brody (2010) propose a three-layered model based on an analysis of the CoPs' procedures that helps capture the processes of Communities of Practice in teacher education. Every layer is preconditioned to every other layer. The first layer describes the process by which the isolation stage is broken, including the establishment of a secure setting for cross-disciplinary conversations and social-educational contacts that result in the establishment of a professional networking group.

The second layer, which is enhanced research and/or teaching abilities, may then result from these linkages. As a consequence of improved accomplishments and competencies, the third layer includes professional learning related to research and/or teaching. Collaborative learning makes sense since it is in line with social learning models, which are founded on the CoPsd principles that state that learning actually occurs through collaboration (Hughes et al., 2007). The present study acknowledges the wealth of material that exists about the potential of Communities of Practice (CoPs) to augment the professional development of educators. However, there is a dearth of information regarding the workings of CoPs in research-based teacher education programs. It is currently uncertain how research CoPs align with preservice teachers' professional visions, given there has been little discussion of preservice teachers' experiences with CoPs (Sim, 2006, for example).

2.2.1.4 Change Theory

Change is an inevitable part of life, and being able to adapt to it is essential to succeeding in the workplace of today. Developing what is known as "change agility," or the ability to be flexible and adaptable, entails viewing change as an ongoing opportunity for

personal development rather than as something to be afraid of or avoided. Managers can effectively support organisational change and assist their teams in the process by utilising techniques like Lewin's Change Management Model.

Fig. 2.9

Kurt Lewin's three steps model of organizational change
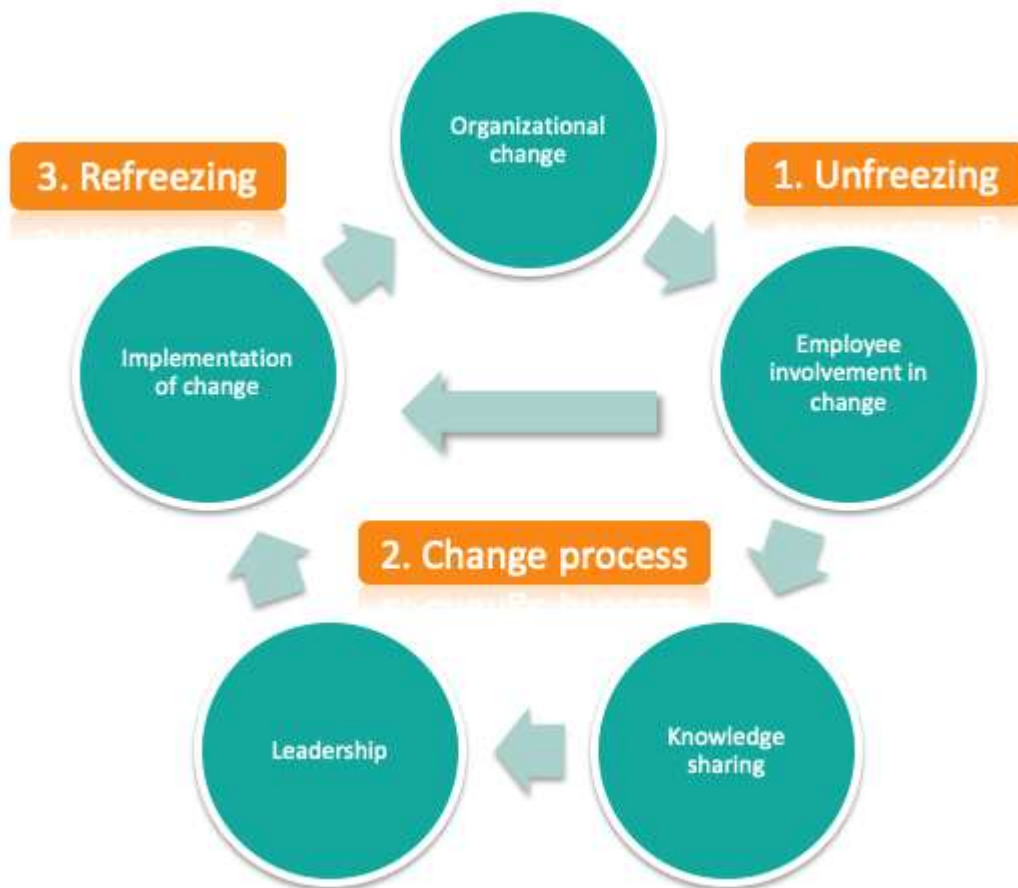
Lewin's model initiates with the aspect of perception management, focusing on preparing the stakeholders impacted by the organizational change. In the second stage the focus is on executing the change.

It is crucial to adopt an agile and iterative methodology that takes into account employee input in order to facilitate a seamless transition. In the final stage of 'refreezing', employees transition from the initial phase and progress towards stabilization or acceptance.

The concept of change theory is utilized to elucidate the reasons behind teacher

resistance towards feedback and new programs (Burstein, 2019). This theory is closely associated with the principles of behaviorism, which emphasize the role of supervisors as change agents (Raths & Leeper, 1966). Additionally, Kurt Lewin (1935) is credited with influencing this line of thinking. Inspired by psychotherapy, Lewin used his knowledge to understand the motivations and processes underlying teachers' resistance to change. Teachers are said to be looking for "specific, concrete, and pr-actical ideas" that they can quickly incorporate into their lesson plans. Teachers believed that any changes in practice would not occur unless teacher beliefs were changed first. Guskey (1986), on the other hand, put forth a different model of teacher change and predicted that attitude would shift following implementation. In his view, after they saw their students succeed, teachers would embrace and stick with a teaching strategy.

2.2.1.5   Transformational Leadership Theory

Transformational leadership style impacts both individuals and social systems through managing transformation and change. The essence of this leadership style can be witnessed if constructive changes with the ultimate goal of transforming the staff into leaders is fostered. A transformational head enhances morale and motivation of staff and ultimately the student outcomes by employing a varieties of strategies. The strategies include assisting teaches to ownership of assigned tasks, knowing strengths and weakness while assigning tasks, stabling a strong linkage between personal sense of teachers with that of school vision and the collective identity. Leadership is emerged through advents of social life where people get together thus forming social connections and motivating each other.

Transformational leadership can be seen where there is an effort to motivate and inspire each other for higher purpose regardless of the position i.e. leader and the subordinates. Such leaders maintain personal relationships with subordinates in comparison with transactional leaders and importantly result in overall improved culture within a school. Teachers tend to

perform beyond their expected role and continuously feel motivated under this style of leadership through fulfillment of higher level needs. They serve as mentors and advisors, prioritizing personal development, learning, and meeting the needs of their employees. These leaders provide challenges, a sense of purpose, broader perspectives, respect, and trust to their employees, acting as role models. They foster an environment of trust and motivate employees to work for the organization's benefit, surpassing their own self-interests (Khorshid & Pashazadeh, 2014).

Fig. 2.10

Four I's of Transformative Leadership
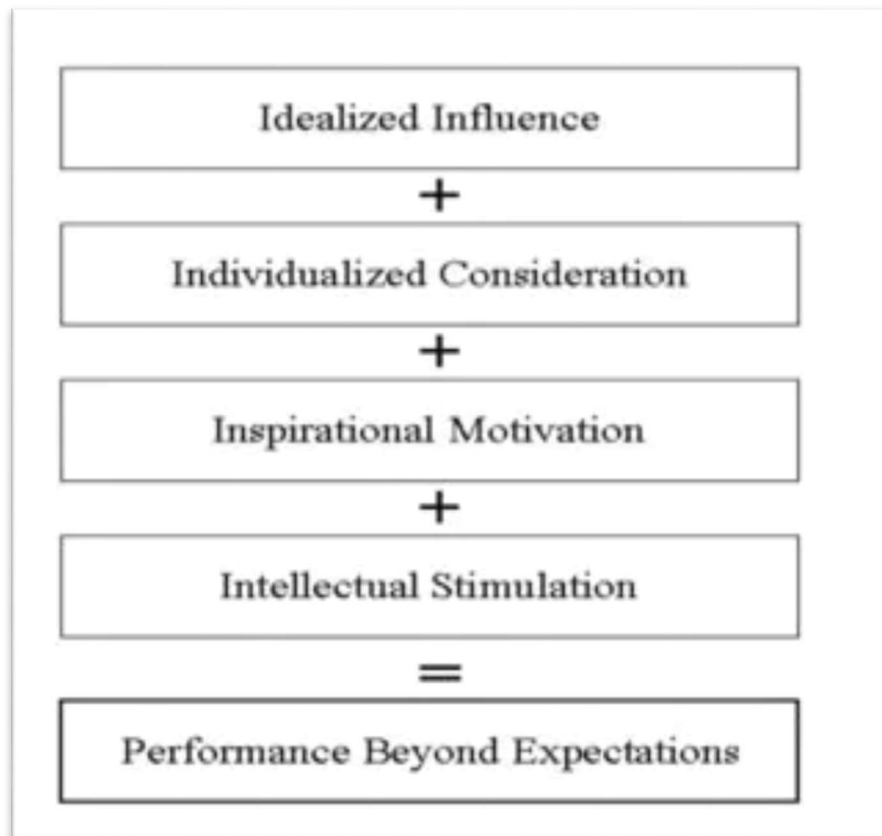
Source: Farnsworth et al, (2018)

Leaders belonging to transformational style, attempt to create innovative ideas and high perspectives thus paving the path of prosperity and growth within an organization. These leaders keep on inspiring and motivating staff members for facilitating change within school

conditions. This is achieved through developing a sense of commitment, passion and loyalty among teachers and the staff. It enables respective schools to acquire pressing capabilities, adapting change and steering in new directions through exercising excellence (Mirkamali et al., 2014).

In addition to attempting to shift followers' attention towards higher-level needs and the conversion of individual interests into group interests, transformational leaders continuously look for possible motivations in their followers. According to Bass and Avolio, transformational leadership is a purposeful, moral, and spiritual process that creates growth patterns inside the company by allocating authority fairly. These executives clearly state the organization's future prospects and offer a model that supports them. They foster and build on accepting collective goals, offer extensive facilitation to teachers and involve them to actively participating and furthering school's objectives (Mortazavi & Nikkar, 2014).

2.2.1.6   Systems Theory

Because a system is a complex entity made up of interconnected parts, researchers in the natural and social sciences examine how these parts interact to learn more about the complexities of reality (Lalande and Baumeister, 2015). System definitions are further enriched as "combination of interrelated, interdependent, or coordinating components and forming collective identities (Arnold & Wade, 2015). In turn, a system is combination of well-connected elements that collaborate to achieve a common goal. For example, school organisations are made up of a variety of institutional elements that allow them to work together as a cohesive whole. (Bozkus, 2014).

All organizations are considered open systems as they interact with their environment in order to survive (Daft, 2010). The fundamental system theory of organizations comprises five key components: inputs, a transformation process, outputs, feedback, and the environment (Daft, 2010). In this theory, inputs encompass the resources, such as materials,

human capital, finances, and information, required to produce goods and services of varying quantities and qualities.

The transformation process involves the utilization of production technology by management to convert the inputs into outputs. The outputs refer to the tangible products and services of the organization that possess market value or user utility.

Indeed, an organization can be seen as a system. A system is made up of subsystems, and all these subsystems are interconnected. The actions of one subsystem have an impact on the other subsystems. The system approach defines that all systems are comprised of three elements: input, process, and output, which function within the environment. In the case of an organization as a system, the input consists of human and physical resources, the process involves operations, and the output includes products and profitability.

According to John (2010), the systems theory and the education production function share similarities. Education plays a crucial role in producing human resources, and the production function represents the relationship between input and intervening factors to produce a desired outcome, taking into account its quality. The education production function specifically represents the connection between inputs from schools and students and the resulting outputs. To meet the demands of society, education policymakers and managers must establish clear objectives and select appropriate input and strategies that will lead to a qualified product. This product should possess the necessary competences, such as skills, abilities, and knowledge, which can be effectively transferred to the productive sector of the economy. In their study on the role of teacher quality in education, Cory and Betts (2007) found that variations in teacher quality significantly impact student achievement.

Over times, it is believed that quality leadership is paramount and a fundamental aspect for improved school preface while poor leadership foster stagnancy and hinders change process. This notion has been affirmed through leadership studies of last four decades and

effective school movements (Hallinger, 2015). Researchers have been involved in recording the amount of significance and provide concrete examples about leadership as driving force improve schools (Gray et al., 1999; Southworth, 2002).

Out of many research-based frameworks with regard to school improvement efforts Hanover and ULEAD identified following systemic school improvement frameworks:

1. WestEd Center for School Turnaround's 4 Domains of Rapid Improvement,

2. Education Development Trust's (EDT's) Six Accelerators for at Scale Educational Improvement,

3. The New York City (NYC) Department of Education's Framework for Great Schools.

These frameworks study crucial aspects of education systems to foster good change and enhance student achievement. Each of these frameworks study distinct conceptual aspects, while some frameworks encompass additional fundamental components and systematic relationships (Robinson, 2008).

Crucial elements common across frameworks related to school improvement are analysed using following components:

- Leadership Focus

- Instructional Transformation

- Staff Enrichment

- Positive School Culture

Since the following frameworks consist of slightly different elements, overlapping areas highlight which systems are crucial to school improvement efforts. Moreover, it is imperative for leaders to customize for particular school needs while focusing on systemic school improvement.

For enhancing school improvement efforts and increasing student achievement it is

suggested that leaders should use systems approach for processing execution of following important school improvement aspects. At a narrower level these aspects indicate elements of the education system where successful implementation is vital. Systemic approach indicates that improvement efforts are well-connected, continuous and interdependent on various components of a system and not garmented, temporary or limited or fragmented interventions. Leaders need to be more thoughtful, calculated and purposeful while implementing improvement efforts.

a. Leadership Focus

School improvement frameworks included here delve on the need to develop quality leadership enabling systemic improvement. The EDT's framework advocates systemic approach and stresses leaders who possess clear understanding related to technicalities of the system and ways different components are interrelated.

Likewise, "turnaround leadership" has been recognized by the WestEd's framework as the most crucial aspect of school turnaround. This framework highlights that leaders within a school collectively strive for school improvement initiative. Decisions by any member of the leadership team impact the working of other team members quite significantly.

School head is seen as pivotal point thus enabling teachers to quality instructions and improved student outcomes as acknowledged in The New York City (NYC) Department of Education's Framework for Great Schools.

b. Instructional Transformation

Most of the frameworks view learning and instruction as key aspects in line with the general system level that ensures improved student achievement. Like the NYC Department of Education's Framework for Great Schools ranks in top order to the thought-provoking, rigorous quality instruction engaging students and fosters critical thinking. On the other hand, the EDT's framework discusses it in a broader way by advocating an evidence-based

approach for improved learning and instruction initiatives. It acknowledges that systems approach with reference to school improvement does not merely relate to linear cause and effect relationship, hence, using instruction based on certain data is imperative. Furthermore, 'instructional transformation' in WestEd's framework consists of systematic ways of focusing quality instructional practices, instructional decisions supported by genuine data, defining high expectations, academic improvement and striving for removal of all kinds of hurdles within school and outside it pertaining to student achievement.

c. Staff Enrichment

Capacity building of teachers for sustained support and collaboration has been identified by all the three frameworks for school improvement in order to enhance instruction and student achievement. For instance, the EDT's framework necessitates developing "collective capacity" of teachers for improving instructional quality during all the phases of teacher education that include pre-service, in-service, and peer-led training. Complement to this The New York City's framework for Great Schools discusses "collaborative teachers", which refers to individuals always willing to take part in continuous professional development programs demonstrating a commitment for imparting quality instructions. The "Talent Development" domain in WestEd's framework showcases crucial four aspects for rapid school improvement in which teachers during their professional journey engage in capacity building initiatives. To this end, teachers strive for capacity building of their own and fellow colleagues through their transformational leadership ensuring capacity building of their subordinates. This can be done by constantly providing necessary support as well as accountability.

d. Positive School Culture

As discussed above each framework acknowledges the underlying importance of the school environment with regard to school improvement. The NYC DOE's Framework for

Great schools is referred to significance of the conducive school environment with regard to school improvement interventions. It has been stressed that the school environment and classroom are decisive factors where students feel supported, challenged and safe at the same time. Furthermore, in this domain stakeholders work collectively by respecting each other's viewpoints towards improved student achievement. Compared to this EDT's framework advocating structural elements by clearly defining feasible structures, outlining roles and responsibilities of all the personnel involved, thus contributing for rationality and coherence in the system realizing the fact that all the parts of a systems are justifiably valued and no part of the whole is undermined in the shadow of some other part.

"Cultural Shift" as outlined by WestEd's framework is requisite for systemic improvement. It encompasses stakeholders, whether inside or outside the school, reinforcing a positive school climate where responsibility and respect are duly focused. In this domain it iterated that "turnaround culture garners stable community cohesion where everyone involved is equally valued".

It has been found that leadership poses great influence in school improvement process. In addition, to this it has been believed that quality leadership exhibits immensely significant yet underestimated role in student achievement (Seashore, Anderson & Wahlstrom, 2004). At a more detailed level still, they found that:

- Leadership is, apart from classroom instruction contributing the most to what students learn at school and, as our own more recent high-performing schools research has demonstrated that leadership creates environment for educators perform well in classrooms (Zbar, Kimber & Marshall, 2009).

- Effects of leadership are immensely greater specifically in low performing schools.
  On the other hand, school improvement refers to all the ways and means through which

reform initiatives can be materialized. Studies indicate that schools improve only when there is an active and disciplined approach for carrying out improvement efforts.

School heads must consider:

- Constituting a quality team that consists of internal as well as external stakeholders for improvement efforts. This is to be done by introducing planning for systematic school improvement coupled with monitoring and evaluation. Moreover, school leaders need to outline measureable outcomes so that improvement efforts can be monitored and tracked.

- Involving stakeholders during planning as well as implementing school improvement movements. This can best be accomplished by inculcating feedback by stakeholders for introducing improvement initiatives and channelizing effective communication approaches.

Across the school improvement frameworks as mentioned above the essential common components such as leadership focus, Staff Enrichment, Instructional Transformation and Positive School Culture have been discussed here in the conceptual framework for this study. School heads need to begin with systems approach for carrying out these aspects of school improvement. It is assumed in the systems approach that improvement efforts are continuous, interdependent and interlinked with various components of the system. Successful improvement efforts can only be achieved if strategic and focused implementation is appropriately managed.

2.3 Critical Review on Studies related to Leadership and School Improvement

Research on the relationship between leadership and school improvement has been extensive, focusing on various contexts, leadership styles, and educational levels. This

critical analysis examines key aspects of existing research, including geographical and environmental factors, study focus, research methodology, levels of education, and study limitations. It also identifies gaps to be addressed in the current study, which focuses on the role of leadership in school improvement in secondary schools in Islamabad.

The focus of studies on leadership and school improvement has evolved over time, reflecting the changing demands of educational contexts. Early research often emphasized instructional leadership, where the leader's role was seen primarily as guiding teaching and learning practices to improve student outcomes (Hallinger, 2005). These studies typically focused on the principal's ability to influence curriculum delivery, teacher professional development, and classroom instruction.

More recent studies have broadened this focus to include transformational leadership, which emphasizes the leader's role in inspiring and motivating staff to achieve a shared vision of school improvement (Leithwood & Jantzi, 2006). Transformational leadership has been linked to increased teacher commitment, job satisfaction, and overall school effectiveness.

Another significant area of focus is distributed leadership, which involves sharing leadership responsibilities among various stakeholders, including teachers, administrative staff, and even students (Spillane, 2006). This approach is increasingly recognized as crucial for sustainable school improvement, as it fosters collaboration, innovation, and a sense of ownership among all members of the school community.

Some studies have also begun to explore the intersection of leadership with specific school improvement strategies, such as data-driven decision-making, the development of professional learning communities, and the creation of student-centered learning environments (Harris, 2013). These studies often investigate how leaders can effectively implement and sustain these strategies to drive school improvement.

Studies on leadership and school improvement are conducted across various

educational levels, from elementary to secondary education, with each level presenting unique challenges and opportunities for leadership.

At the elementary level, research often focuses on the role of leadership in fostering early learning, creating a positive school culture, and engaging parents and the community in the educational process (Marzano, Waters, & McNulty, 2005). Elementary school leaders are frequently seen as pivotal in setting the foundation for student success, with a strong emphasis on instructional leadership and early interventions.

In secondary education, the focus shifts to preparing students for higher education and the workforce, managing more complex organizational structures, and addressing the developmental needs of adolescents (Day et al., 2009). Secondary school leaders are tasked with balancing academic rigor with the socio-emotional needs of students, often within a more challenging and diverse environment. Studies in this area often explore how leadership can influence student outcomes, staff morale, and the overall effectiveness of the school.

The level of education also influences the leadership practices that are most effective. For instance, instructional leadership may be more critical in elementary settings, where the focus is on foundational skills and early academic achievement, while transformational leadership may be more relevant in secondary schools, where inspiring and motivating staff and students is crucial (Hallinger, 2005).

Research on leadership and school improvement varies widely based on geographical and environmental contexts, significantly influencing the findings and their applicability. In developed countries like the United States, Canada, and the UK, studies often highlight the role of leadership in enhancing academic achievement, implementing educational reforms, and managing resources effectively (Leithwood & Riehl, 2003). These regions typically benefit from robust educational infrastructure, allowing leaders to focus on strategic improvements and innovation.

Conversely, in developing countries, research tends to emphasize the challenges posed by resource constraints, political instability, and socio-economic disparities. For instance, studies in Sub-Saharan Africa and South Asia often explore how school leaders must navigate limited resources, underqualified staff, and high student-teacher ratios to drive improvement (Bush & Glover, 2016). The environmental factors in these regions demand a different set of leadership skills, with a focus on crisis management, community engagement, and adaptability.

Environmental factors, including urban versus rural settings, also play a critical role. Urban schools often face challenges related to diversity, student mobility, and socio-economic disparities, requiring leaders to be particularly adept at managing complex social dynamics (Khalifa, Gooden, & Davis, 2016). In contrast, rural school leaders might struggle with isolation, limited access to professional development, and difficulties in recruiting qualified staff (Preston et al., 2013).

The research methodologies used in studies on leadership and school improvement vary widely, often depending on the specific research questions and contexts. Quantitative approaches are common, particularly in large-scale studies that aim to identify correlations between leadership practices and school outcomes. For instance, surveys and standardized assessments are frequently used to measure the impact of leadership on student achievement, teacher performance, and overall school effectiveness (Waters, Marzano, & McNulty, 2003). These studies typically employ large sample sizes to enhance the generalizability of their findings.

Qualitative research, on the other hand, provides in-depth insights into leadership practices through case studies, interviews, and ethnographies. These methods allow researchers to explore the complexities and contextual nuances of leadership, capturing the subtleties of how leadership practices influence school improvement in specific settings

(Stake, 2010). However, qualitative studies often involve smaller sample sizes, which can limit their generalizability but provide rich, contextual understanding.

Mixed-methods research, which combines both quantitative and qualitative approaches, is increasingly favored for its ability to provide a more comprehensive understanding of leadership and school improvement. For example, a study might use surveys to gather broad data on leadership practices across many schools, followed by case studies to explore specific examples of successful leadership in depth (Creswell & Plano Clark, 2017).

Sampling techniques vary as well. Convenient sampling is often used in studies where accessibility and availability of participants are primary concerns, although this can introduce bias and limit the representativeness of the sample (Etikan, Musa, & Alkassim, 2016). Purposive sampling, which involves selecting participants based on specific characteristics or criteria, is common in qualitative research and allows for more targeted insights (Palinkas et al., 2015). However, the limitations of these sampling methods should be carefully considered, particularly regarding the potential for sampling bias and the impact on the study's external validity.

Despite the extensive research on leadership and school improvement, many studies have limitations that affect their findings and implications. A common limitation is the reliance on self-reported data, which can introduce bias and affect the validity of the results (Podsakoff et al., 2003). Additionally, many studies are cross-sectional, capturing data at a single point in time and limiting their ability to provide insights into the long-term effects of leadership on school improvement.

Another limitation is the focus on specific leadership styles or school contexts, which may not be generalizable to other settings. For example, much of the research on instructional leadership is based on studies conducted in Western countries, raising questions about its applicability in non-Western or resource-constrained contexts (Lumby, 2012). Moreover,

studies often do not account for external factors such as policy changes, socio-economic conditions, and community support, which can significantly influence the impact of leadership on school improvement (Fullan, 2007).

The current study is grounded in addressing the pressing concerns about the underperformance of secondary schools, especially in cases where schools with similar socio-economic and contextual factors experience differing levels of success. By focusing on the Islamabad Capital Territory, this research aims to conduct a thorough examination of leadership roles in secondary schools, offering insights that can shape both local and broader educational strategies. The significance of this study lies in its effort to fill a substantial gap in the literature regarding the clear connection between effective school characteristics and dynamic leadership models. By identifying the specific leadership practices that drive successful school improvement, the research has provided valuable insights for policymakers, educational leaders, and practitioners. These insights can inform more targeted and effective interventions to address the unique challenges faced by schools, ultimately benefiting students, educators, and the broader educational landscape.

2.4 Summary of the Literature Review

The literature review for the study titled "Role of Leadership in School Improvement at the Secondary Level" has been organized into two key themes: leadership and school improvement. Within the leadership theme, various leadership styles, including authoritative, democratic, facilitative, and situational, were explored in detail. The role of each leadership style on school improvement was critically examined.

Authoritative leadership was found to be effective in establishing clear expectations and maintaining discipline, although it may stifle creativity. Democratic leadership, which promotes shared decision-making, was linked to higher teacher morale and student

engagement. Facilitative leadership, characterized by empowering staff and fostering collaboration, showed positive outcomes in developing professional learning communities. Situational leadership, with its adaptability, was identified as a key factor in responding to the diverse needs of school environments.

The review also delved into theories of school improvement, providing a comprehensive analysis of several key frameworks. Continuous Improvement Theory emphasized iterative progress and feedback loops, while Learning Organisation Theory highlighted the importance of a school culture that fosters continuous learning among staff and students. The Community of Practice model underscored the role of shared knowledge and collaborative practices in school improvement. Change Theory focused on the processes involved in implementing and sustaining change within schools, whereas Transformational Leadership Theory examined the influence of visionary leaders in driving school improvement. Systems Theory provided insights into the interconnectedness of various school components and their collective impact on improvement efforts.

Critical comments on similar studies were also provided, highlighting gaps in the existing literature and offering suggestions for further research. The review concluded that while various leadership styles and improvement theories offer valuable insights, a nuanced approach that considers the specific context of each school is essential for effective school improvement at the secondary level.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This unit covers the process of research. The discussion comprised the following topics like philosophy of knowledge (epistemology); theoretical perspective; and mixed method research design. The primary goal is to determine how leadership influences the secondary schools level using a mixed methods study. This involves both qualitative and quantitative approaches. It gives a detailed clarification of every aspect of school improvement and leadership.

3.2 Philosophical Paradigm

A philosophical paradigm creates the base that guides the choice of suitable epistemology, theoretical perspective, methodology, and data-gathering methods employed in the present, referring to Crotty (1998). The main aim of the study is to understand the perspectives and insights of school leaders and teachers with regard to influence of leadership on school improvement at the secondary level in Islamabad.

Pragmatism, as a philosophical research paradigm, is increasingly recognized for its compatibility with mixed methods research. This paradigm is particularly relevant for studies that aim to solve practical problems and generate actionable knowledge, such as the study titled "Role of Leadership in School Improvement at the Secondary Level." By examining the philosophical underpinnings of pragmatism, we can understand how it facilitates the integration of qualitative and quantitative research, ultimately enhancing our understanding of educational leadership and its role in school improvement.

In social research, the term "paradigm" is used to refer to the philosophical

assumptions or to the basic set of beliefs that guide the actions and define the worldview of the researcher (Lincoln et al. 2011). Introduced by Thomas Kuhn (1970), the term paradigm was used to discuss the shared generalizations, beliefs, and values of a community of specialists regarding the nature of reality and knowledge. "Worldview," as a synonym for paradigm (see Creswell and Clark 2011; Lincoln 1990; Patton 2002; Rossman and Rallis 2003), is described as "a way of thinking about and making sense of the complexities of the real world" (Patton, 2002). The word pragmatism is originally derived from the Greek word "pragma," which means action, and which is the central concept of pragmatism (Pansiri, 2005). Pragmatists believe that reality is not static—it changes at every turn of events. Similarly, the world is also not static—it is in a constant state of becoming. The world is also changed through actions—action is the way to change existence. Actions have the role of an intermediary. Therefore, actions are pivotal in pragmatism (Goldkuhl 2012; Maxcy 2003; Morgan 2014a).

Denscombe (2008) and Mitchell (2018) have mentioned that pragmatism is considered to be "the philosophical partner" of the mixed research approach as its underlying assumptions provide the essence for mixing research methods. Also, Johnson et al. (2007) agree that pragmatism is an advanced philosophy that provides the epistemology and the logic for combining the quantitative and qualitative approaches and methods. Moreover, Creswell (2014) has mentioned that pragmatism is the philosophy that permits mixing paradigms, assumptions, approaches and methods of data collection and analysis. Pragmatism is all about the notion "what works". This is mainly referring to the pragmatic theory of truth. Pragmatism is simply oriented toward solving practical problems in the real world rather than being built on assumptions about the nature of knowledge (Creswell, 2014; Hall, 2013; Shannon-Baker, 2016).

In order to explain the relationship between knowledge and action from the pragmatic point of view, Goldkuhl (2008) and (2012) has defined three forms of pragmatism. First, the "functional pragmatism" or "knowledge for action" which means that the purpose of scientific knowledge is to improve action and make a practical difference. Second, the "referential pragmatism" or "knowledge about action" which implies that pragmatism describes the world in an action-oriented way. Third, the "methodological pragmatism" or "knowledge through action" which asserts that knowledge is created through action, or action is our source to know about the world. In addition, the notion "what works" is also related to the use of research methods (Creswell, 2014; Hall, 2013).

Every research starts with an interesting thought or a research question and a final goal to answer this question in order to add valuable knowledge to the concerned area of research (Greener, 2008). According to pragmatism, research should be designed and conducted in the best way that serves to answer the research questions regardless of its underlying philosophy (Biddle & Schafft, 2015; Creswell, 2014; Glogowska, 2011; Johnson & Christensen, 2012; Saunders et al., 2009).

3.3 Mixed Methods Research Approach

The methodology is like the special glasses researchers use to plan and carry out their study (Walter, 2010). It's the plan that guides the research. The choice of methodology needs to match how we think about knowledge and the big ideas in the study. For this research, we went with a mixed-methods approach because it helps us understand the situation and what it means to the people involved (Merriam, 1998). This way, the researcher can collect lots of different information about how leaders see things in different secondary schools that are trying to get better. The mixed methods approach fits well with how we think about knowledge and the big ideas in this study (Yin, 2009).

This research employed mixed-methods approach in which both qualitative and quantitative aspects are combined (Humphreys, 2005). The reason for choosing this approach is to attempt a comprehensive understanding of the multifaceted nature of leadership and how it impacts school improvement.

In the domain of social sciences, the mixed methods approach is categorized as the third research method. In addition to this a researcher Neuman (2014) believed that the two research methods are quite different in which quantitative research method uses facts, numbers, tables, and figures. While on the other hand, the qualitative research method deals with expressions, symbols, words, sentences, photos, and videos.

Quantitative Dimension: This dimension of the research deals with collecting and analyzing the numerical data systematically. To this end the data related to school improvement in association with leadership styles was collected. Structured questionnaires for school heads and teachers were administered separately to gain insights regarding the prevalence of leadership within secondary schools of Islamabad and their influence on school improvement.

Qualitative Dimension: Contrarily, this dimension deals more with perceptions, experiences, and other contextual factors related to leadership influence on school improvement. Semi-structured interviews were conducted to note extensive insights of school heads. This exploration aimed to link contextual factors due to the human element to the quantitative findings, thus, providing a more comprehensive view of leadership role in school improvement.

Integration of Quantitative and Qualitative Data: It is a distinguished characteristic of the mixed-method approach in which quantitative and qualitative data are integrated at different phases of the research method. The conclusions from both qualitative and

quantitative aspects are analyzed discretely as well as integrated to provide a holistic viewpoint of the research problem. Triangulation of the results has thus been enabled and enriched conclusions are drawn from the study.

3.4   Research Design

For this study convergent parallel design was used. A design that collects and analyzes both quantitative and qualitative data. This design offers a strong framework for investigating the intricate relationship between leadership and school improvement. Integrating quantitative and qualitative data enables a thorough exploration beyond mere statistical connections at the secondary level.

In the context of exploring the role of leadership in school improvement, this design allows for a systematic progression from the identification of schools based on improvement criteria to an in-depth examination of leadership styles through a combination of questionnaire surveys and semi-structured interviews.

Fig 3.1

Convergent Parallel Design
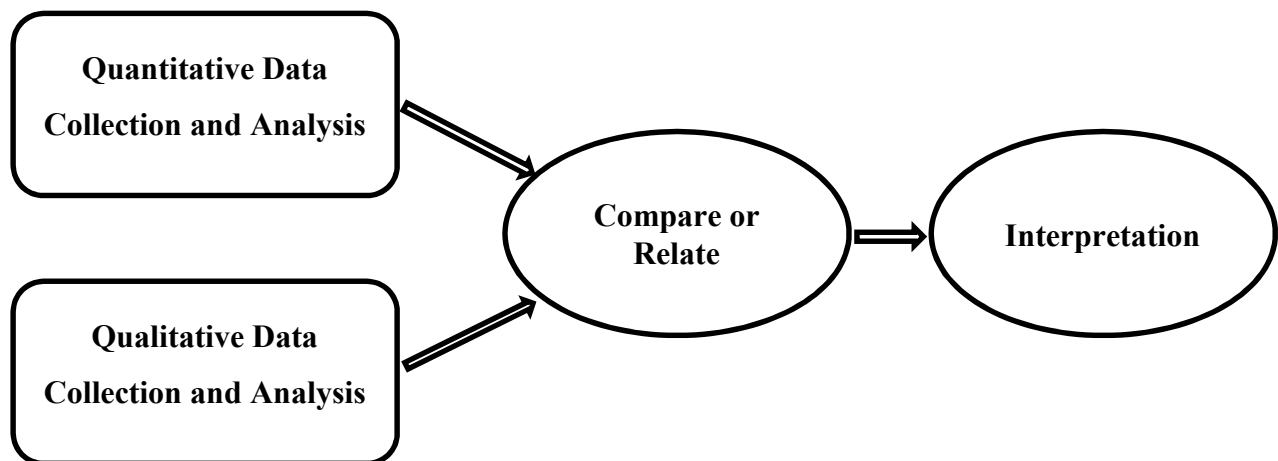
Source: Creswell (2014)

In examining the impact of leadership on school improvement, the design facilitates a

systematic progression from identifying schools based on improvement criteria to thoroughly examining leadership styles through a combination of questionnaire surveys and semi-structured interviews. The research begins by carefully selecting schools using specific criteria related to improvement, ensuring active engagement in the improvement process for a relevant study context.

Once the schools were identified, the next phase involved the collection of quantitative data on leadership styles. This was achieved through the administration of a comprehensive questionnaire to school heads. The questionnaire was designed to capture the various leadership styles prevalent in the selected secondary schools of Islamabad.

Following identification of leadership styles, the researcher inquired about the willingness of school leaders for the next phase of data collection. school heads who showed willingness for data collection were

Simultaneously, the research qualitative phase. Semi-structured interviews were conducted with school heads in the selected schools, delving into the nuances of leadership practices. Interview were conducted to discover the perceptions of school heads with regard to impact of leadership for school improvement.

A crucial aspect of the Convergent Parallel Design is the purposeful selection of schools for in-depth data collection based on specific leadership styles. Two schools were chosen for each identified leadership style, ensuring a diverse representation that allows for rich comparisons and contrasts. This approach adds depth to the analysis by capturing variations in how leadership styles manifest in different school contexts.

3.5   Population of the Study

Population in research is mainly determined by relying on the organizations,

associations, products, or people to predict findings based on analysis. Researchers Burford and Bezzina (2014a) described that population is a complementary research process where a sample is taken for research study. All the principals (167) and teachers (1552) form the population of this study. At stage I, all the principals (101) and teachers (938) of secondary schools in Islamabad were taken as population from both public and private secondary schools (PEIRA, 2024). In Stage II, the population of the study comprised the principals of 48 schools and 457 teachers. In Stage III, the population included 8 principals and 182 teachers. Since the study is conducted in secondary schools of Islamabad, so the population consisted of principals of the secondary schools of Islamabad and teachers teaching only 9th and 10th grades.

Table 3.1

Population of the Study

Population	Stage I	Stage II	Stage III
No of Schools	101	48	8
No of Heads	101	48	8
No of Teachers	938	457	182

3.6 Sampling Process

Brown and Mitchell (2010) defined a sample as the combination of all the elements of the population utilized to represent the population. The researcher selects a certain number of elements from the population when there exists a large population. This technique is termed as sampling. The process of selecting a fair amount of elements keeping in mind that the sample along with its features allows the generalization of the confounding results of that particular population (Ellsworth & Rubin, 2000).

Researchers held the view that sample size should be practicable within budget as well

as time. Sampling can be based on random (probability) or nonrandom (probability). For the present study, purposive sampling was employed for the selection of schools. It is up to the researcher to decide what to ask for and how to get willingness for the responses (Gronn, 2008). This study consisted of eight secondary schools in Islamabad with representation from both public and private schools.

3.6.1 Sampling Technique

The procedures employed to select respondents of the study is known as sampling technique (Herzberg, Mausner & Synderman, 2009). In accordance, in the present study multistage sampling technique was employed to select the sample for exploration. At first stage, schools were identified where improvement interventions were carried out using convenient sampling technique. This was followed by finding out leadership styles in the included schools. In the second stage, two principles for each of the leadership styles were selected through a purposive sampling technique for interview. In addition to this stratified sampling technique was employed to select a sample of teachers of the same schools.

Table 3.2

Sampling Technique

Description	Purpose of Data Collection	Sampling Technique
Selection of Schools	Selecting schools based on inclusion criteria	Purposive
School Heads	Identify Leadership Style	Purposive
Secondary School Teachers	Perceptions of Teachers related to Leadership role on school improvement	Census
School Heads	Perceptions of Heads related to Leadership role on school improvement	Purposive

3.6.2 Sample Size

The sample size is used to determine the population of the study (Saunders et al., 2009). In accordance, the sample selected consisted of 8 principals and 182 teachers of the selected

schools. For qualitative data collection, the principals of the sample schools were interviewed. And, for quantitative data collection, teachers of the sample schools were selected in which 140 out of 182 teachers responded to the questionnaire.

Table 3.3

Sample Size

S.No	School	Leadership Style	School Heads		Teachers	
			No of Schools	Rate of Return	No of Teachers	Rate of Return
1	School 1	Facilitative	1	1 (100%)	21	16 (76%)
2	School 2	Facilitative	1	1 (100%)	18	15 (83%)
	Total		**2**	**2 (100%)**	**39**	**31 (79%)**
3	School 3	Authoritative	1	1 (100%)	25	16 (64%)
4	School 4	Authoritative	1	1 (100%)	22	18 (82%)
	Total		**2**	**2 (100%)**	**47**	**34 (72%)**
5	School 5	Democratic	1	1 (100%)	33	26 (79%)
6	School 6	Democratic	1	1 (100%)	19	13 (68%)
	Total		**2**	**2 (100%)**	**52**	**39 (75%)**
7	School 7	Situational	1	1 (100%)	21	16 (76%)
8	School 8	Situational	1	1 (100%)	23	20 (87%)
	Total		**2**	**2 (100%)**	**44**	**36 (82%)**
	Grand Total		**8**	**8 (100%)**	**182**	**140 (77%)**

3.6.3   Research Instrument

In this section instrument for the current research was clarified. The instruments were related to quantitative data and an interview schedule for qualitative data. Validity, reliability and pilot testing have been also included in this section.

3.6.3.1   The Questionnaires

A questionnaire is referred to a combination of statements that participants respond (Holmes, & Maiers, 2012). It can be described as a logically organized tool used for collecting data from the participants. Previous studies have employed questionnaires as

tools for collecting data from the respondents. Two questionnaires were utilized for collecting quantitative data from principals and teachers of the selected schools.

Table 3.3

Leadership Assessment Scale (for Principals)

Theme 1	Leadership Style Preference	Sum of Item No	No of Items
Leadership	Authoritative Style	4, 6, 12, 14	04
	Democratic Style	1, 8, 11, 13	04
	Facilitative Style	2, 7, 9, 16	04
	Situational Style	3, 5, 10, 15	04
			16

Table 3.4

School Improvement Scale (for Teachers)

Theme 2	Factors	Items	No of Items
School Improvement	Leadership Focus	1-12	12
	Staff Enrichment	13-21	09
	Learning and Instruction	22-35	14
	Positive School Culture	36-43	07
	Total		**42**

A standard questionnaire for identifying leadership styles (as in Table 3.4) in selected schools, originally designed by Centenary College of Louisiana, was adapted for this study through a series of steps.

Firstly, in order to make items more relevant and easily understood by the respondents of the target population, rephrasing and modification of certain statements / terms was

ensured.

Secondly, the adapted questionnaire was validated by five experts from the field of educational leadership. These experts reviewed the items for relevance, clarity, and alignment with the study's objectives. Based on their feedback, further changes were made to enhance the questionnaire's validity.

Finally, a pilot test was conducted with a sample from the target population. This pilot test aimed to assess the clarity, relevance, and appropriateness of the adapted items. Feedback from this pilot test was used to make further refinements to the questionnaire, ensuring that it was well-suited to the context and capable of accurately capturing the leadership styles in the selected schools. Through this questionnaire, leadership styles amongst secondary schools in Islamabad were identified.

To collect data from teachers, a five-point Likert scale was utilized. The process of developing and finalizing the questionnaire involved several key steps:

Development of Questionnaire: The questionnaire for teachers was designed based on the study's objectives and insights gleaned from previous research. Initial themes and sub-themes relevant to the study were identified to ensure that the questionnaire addressed the key aspects of interest.

Item Development: After establishing the themes and sub-themes, the researcher developed specific items for each theme. These items were formulated to effectively capture the teachers' perspectives and experiences related to the study's objectives.

Expert Review: The developed questionnaire was then subjected to a review process to ensure its content validity. Five professional experts in the field were consulted to evaluate the questionnaire. They assessed the relevance, clarity, and appropriateness of the items,

providing valuable suggestions and recommendations for improvement.

Incorporation of Feedback: Based on the feedback from the experts, the researcher made necessary adjustments to the questionnaire. This involved refining items to enhance clarity and relevance, ensuring that the final instrument was robust and valid.

Following the incorporation of expert feedback and a thorough review of the questionnaire's reliability, the researcher finalized the instrument.

The questionnaire designed for secondary school teachers (Appendix A), in which demographic information was included in Section A. Teachers were invited to rank a series of statements based on their level of agreement, providing insights into their perspectives.

Section B focused on exploring the role of leadership styles on school improvement. This section was divided into four sub-themes: leadership focus, Staff Enrichment, Instructional Transformation, and Positive School Culture. The questionnaire included a total of 42 items, distributed among the sub-themes as follows: 12 items addressed leadership focus, 9 items covered Staff Enrichment, 14 items related to Instructional Transformation, and 7 items pertained to Positive School Culture. Each item was designed to gauge the teachers' perceptions and experiences in relation to these critical areas.

3.6.3.2 Semi-Structured Interview Schedule

The interview is the main instrument for the collection of qualitative data (Jones, 2008). In this study, the researcher employed a semi-structured interview schedule to collect data through interviews with principals of selected schools. Interviews were conducted to gain in-depth insights of school heads on their intricate role in school improvement.

Interview schedule was consisted of questions related to each of school improvement

components such as leadership focus; Instructional Transformation; Staff Enrichment; Positive School Culture. For each of school improvement component, 5 questions were asked from school heads to gain comprehensive insights pertaining to role of leadership on school improvement.

3.6.3.3   Instrument Validity

Validity signifies the relevancy of the information related to research variables (Shapiro & Stefkovich, 2001). Russell (2001) necessitated that the validity of the questionnaire and interview schedule be carried out before pilot testing.

3.5.3.3 (a) Face Validity

Establishing face validity is a crucial initial step in ensuring the effectiveness of a questionnaire. This step involves evaluating whether the items on the questionnaire appear, at face value, to measure the intended construct accurately (Creswell, 2014). Typically, this process includes consulting with experts in the field, such as educationists, scholars, researchers, and leadership specialists who possess extensive knowledge of the subject matter (Wikeley, Stoll & Lodge, 2002).

In this study, a panel of experts was consulted, comprising two individuals with Ph.D. degrees in educational leadership and over a decade of teaching experience, along with three additional experts who have more than fifteen years of experience teaching education-related courses at the master's and Ph.D. levels. Their extensive expertise and deep understanding of the field were crucial for evaluating whether the questionnaire items effectively addressed the research topic.

These experts reviewed the questionnaire and semi-structured interview schedule, providing feedback on their face value. Their recommendations led to necessary revisions, ensuring that the items accurately represented the study's conceptual framework. This

expert feedback was essential for refining the questionnaire and confirming its ability to measure the intended constructs effectively.

One major observation was to streamline the semi-structured interview schedule by reducing the number of question statements. Specifically, it was recommended to limit the questions to five per sub-theme. This adjustment aims to enhance the focus and clarity of the interviews, ensuring that each question is directly relevant and provides in-depth insights into the sub-themes being explored. By consolidating the questions, the interview schedule becomes more manageable for both the interviewer and the interviewee, while still covering the essential aspects of the study. This refinement helps in obtaining more precise and actionable responses, ultimately improving the quality and effectiveness of the data collected.

3.5.3.3 (b) Content Validity

Content validity is crucial in determining whether an instrument accurately measures the construct it is intended to measure (Teddlie & Tashakkori, 2009). To ensure the relevance and accuracy of the questionnaire and interview schedule, content validity was thoroughly assessed. This process involved presenting the questionnaires and interview schedule to five experts in the field. These experts provided critical feedback on the clarity, relevance, and appropriateness of the items.

Based on their suggestions, several improvements were made to the instruments. The experts recommended adjustments to the phrasing and coding of questionnaire items to better align with the study's objectives and theoretical framework. Additionally, they highlighted the need to streamline the interview schedule by reducing the number of items. This recommendation aimed to enhance the focus and depth of the interviews, ensuring that each question effectively explored the intended sub-themes without overwhelming the

respondents.

Incorporating the experts' feedback led to revisions that refined the questionnaires and interview schedule. These modifications were essential for improving the instruments' validity and ensuring they effectively captured the constructs under investigation (Whelan, 2000; Creswell, 2014).

3.6.3.4 Pilot Testing

Pilot testing enables a researcher by identifying potential issues or errors in the major investigation Creswell (2014). Researchers stated that pilot testing shapes research design before final analysis. Based on the current study's basic purpose, the researcher conducted pilot testing to investigate the reliability of the questionnaire Wahlstrom, Seashore, Leithwood & Anderson, 2010).

The process of pilot testing involved several key steps to ensure the reliability and effectiveness of the research instruments. Initially, the researcher selected schools from the same geographical area as the target population but were not part of the main sample. For this purpose, two schools, Career Public School and Al-Beruni Model School, were chosen from the population in Islamabad.

In the pilot test, two principals, two vice principals and 53 teachers—representing 70% of the intended respondents—were selected to participate. The purpose of this phase was to test the clarity, relevance, and functionality of the questionnaires and interview schedules before the full-scale data collection began.

During the pilot testing, both principals and teachers completed the questionnaires without reporting any issues or difficulties. This positive feedback indicated that the instruments were well-understood and appropriate for the study context. The data collected

from these pilot schools were analyzed using SPSS V21.0 to identify any potential issues and ensure the instruments' effectiveness. This analysis helped to refine and validate the questionnaires and interview schedules, ensuring they were ready for use in the main study.

3.6.3.5   Reliability of the Questionnaires

Reliability is said to be achieved if the questionnaire is constantly measuring the main research question (Walter, 2010). Cronbach's coefficient alpha was employed to check the reliability of the questionnaires, based on internal consistency. SPSS 21.0 was utilized to note findings which are displayed in the form of a table.

Table 3.5

Internal Consistency of the Questionnaires

	Items	**Cronbach Alpha Reliability**
Leadership Assessment Scale (for principals)	16	0.902
School Improvement Scale (for teachers)	42	0.907

Table 3.6

Reliability of Leadership Assessment Scale (for Principals)

Case Processing Summary				**Reliability Statistics**	
		N	%age	Cronbach's Alpha	No. of Items
Cases	Valid	04	100		
	Excluded	0		**0.902**	**16**
	Sum	**04**	**100**		

Item No	**Cronbach's Alpha if Item Deleted**	**Item No**	**Cronbach's Alpha if Item Deleted**	**Item No**	**Cronbach's Alpha if Item Deleted**	**Item No**	**Cronbach's Alpha if Item Deleted**
1	0.911	5	0.903	9	0.901	13	0.906
2	0.901	6	0.905	10	0.902	14	0.899
3	0.903	7	0.897	11	0.898	15	0.899
4	0.915	8	0.896	12	0.899	16	0.901

Table 3.7

Reliability of School Improvement Scale (for Teachers)

Case Processing Summary				Reliability Statistics		
		N	%age	Cronbach's Alpha		No. of Items
Cases	Valid	140	100			
	Excluded	0		0.927		42
	Sum	140	100			

Item No	Cronbach's Alpha if Item Deleted	Item No	Cronbach's Alpha if Item Deleted	Item No	Cronbach's Alpha if Item Deleted	Item No	Cronbach's Alpha if Item Deleted
1	0.925	12	0.929	23	0.925	34	0.934
2	0.935	13	0.932	24	0.919	35	0.931
3	0.898	14	0.915	25	0.927	36	0.945
4	0.923	15	0.924	26	0.938	37	0.922
5	0.934	16	0.923	27	0.926	38	0.917
6	0.931	17	0.945	28	0.939	39	0.928
7	0.945	18	0.917	29	0.941	40	0.936
8	0.922	19	0.928	30	0.934	41	0.925
9	0.925	20	0.931	31	0.899	42	0.926
10	0.938	21	0.936	32	0.924		
11	0.911	22	0.925	33	0.923		

Table 3.7

Item-Correlation of School Improvement Scale (for teachers)

S.No	Item Codes	Correlation	S.No	Item Codes	Correlation
1	L1	0.438	22	I1	0.541
2	L2	0.226	23	I2	0.648
3	L3	0.192	24	I3	0.458
4	L4	0.298	25	I4	0.321
5	L5	0.364	26	I5	0.452
6	L6	0.426*	27	I6	0.785**
7	L7	0.391	28	I7	0.548**

8	L8	0.221	29	I8	0.112
9	L9	0.128*	30	I9	-0.24
10	L10	0.568	31	I10	0.285
11	L11	0.928	32	I11	0.783
12	L12	0.675*	33	I12	0.441
13	S1	0.082	34	I13	0.525
14	S2	0.298	35	I14	0.352
15	S3	0.375	36	C1	0.447
16	S4	0.184	37	C2	0.112
17	S5	0.224**	38	C3	0.114
18	S6	0.852	39	C4	0.154
19	S7	0.654	40	C5	0.324
20	S8	0.245	41	C6	0.342
21	S9	0.785	42	C7	0.117**

Table 3.8 indicates item-total correlation of instrument for teachers. Range of item-total correlation was from -0.24 to 0.928, where the former being the lowest for item no. I9 and the highest value for item no. L11.

3.7 Data Collecting Strategies

Several data collection procedures were used to support the mixed method methodology and symbolic interactionism as a theoretical perspective. The sources of data for mixed-method studies are many (Boyum, 2008) there are "no specific methods of data collection or analysis which are unique to it as a method of inquiry." An inquiry was able to "address a broader range of historical and behavioural issues" by using different sources of data collecting (Feast & Melles, 2010). In order to gather a wide range of data for this

study and enable participants to fully articulate their lived realities of leadership in a secondary school reform process, targeted semi-structured interviews and a survey were employed. From the data collection methods each outlined a different phase when data was collected.

Table 3.8

Summary of data collection phases, methods, and participants involved

Purpose of Data Collection	Respondents	Sampling Technique
Selection of schools	Schools	Purposive
Leadership Styles Identification	School Heads	Purposive
Perceptions of Teachers	Secondary School Teachers	Census
Perceptions of Heads (Qualitative)	School Heads	Purposive

3.7.1 Criteria for Selection of Schools

To conduct the study fairly it is essential to devise a criterion for the merit to select desired schools. Since the central phenomenon under study is the influence of educational leadership towards school improvement, for that matter selection of schools was be done on the grounds of taking initiative in two or more than two elements of school improvement. Selection of schools was done through document analysis of the initiatives undertaken by school leadership. For this matter following checklist were utilized. Schools were selected based on evidence provided related to any of the documents mentioned in Table 3.10.

Table 3.10

Inclusion Criteria (Documents for School Selection)

School	Document(s)

	SWOT Analysis / Baseline Survey	List of prioritized areas	Decisions related to prioritized areas	Role on school performance
School 1	Yes	Yes	Yes	Yes
School 2	No	Yes	Yes	Yes
School 3	No	Yes	No	No
School 4	No	Yes	No	No
School 5	No	Yes	No	No
School 6	No	Yes	No	Yes
School 7	No	Yes	Yes	No
School 8	No	Yes	No	No

3.7.2   Document Analysis

Documents are a way to gather information without disturbing anyone, and they help verify and add to the evidence in mixed-method research (O'Donoghue, 2007). Even though the documents weren't made specifically for the research, all kinds of documents can help the researcher understand and find insights related to the problem. Checking documents is a good strategy to review and finally select the school for study. To make sure the documents are real and accurate, the researcher also considered how and when they were made (Punch, 2009).

Documents as mentioned in Table 3.10 were analyzed and schools were included for the study.

3.7.3   Census

A census is a method of data collection that involves gathering information from every member of a population, as opposed to selecting a sample. This approach is particularly valuable when researchers aim to obtain comprehensive and accurate insights into a population's characteristics. While it is typically associated with governmental processes such as population and housing censuses, the concept is also widely applied in research across various fields, including education, business, and social sciences (Lavrakas, 2008).

In research, the census method is often used when it is critical to capture data from every individual within a population to ensure complete accuracy and avoid any form of bias that might emerge from sampling. The key advantage of this method is that it eliminates sampling error, as all individuals within the population are represented (Robinson, Lloyd, & Rowe, 2008). In educational research, for example, understanding the perceptions and experiences of all teachers within a school system, rather than a subset, can provide a more detailed and reliable picture of how certain policies or leadership styles impact school improvement.

In educational research, a census is particularly useful in contexts where the population size is manageable, and comprehensive data is essential for policy development or program evaluation. For example, in a study on the role of leadership in school improvement, a census of all school heads and teachers within a specific educational system could yield more reliable data than relying on a sample. This is because leadership practices can vary significantly across schools, and capturing the perceptions of all teachers and heads ensures that all leadership styles and their effects are accounted for (Hallinger, 2003).

Moreover, leadership in educational settings is often context-dependent, meaning that the same leadership approach may have different effects in different schools based on factors such as school size, resources, and student demographics (Leithwood, Harris, & Hopkins, 2008). By using a census, researchers can account for these variations, leading to more nuanced findings that can inform better decision-making for school improvement initiatives. For instance, a study that includes all school principals and teachers within a district can identify patterns and trends that might not be visible in a smaller sample, such as the impact of leadership on teacher morale, student achievement, or community involvement.

3.7.4   Semi-Structured Interviews

In-person interviews are essential for obtaining information because they enable the interviewer to have a comprehensive understanding of the other person's viewpoint. When it's difficult to monitor behaviors and sentiments or comprehend how people see the world, interviews become essential. Interviews used in mixed-method research are frequently less structured and open-ended, allowing participants to express their opinions as they see fit. By use of interviews, the interviewer can establish a rapport with the participants and pose inquiries that are directly linked to the objectives of the research. The semi-structured interviews adhered to a broad guideline format in order to guarantee a minimum degree of uniformity in the questions posed to each participant. By deciding whether material should be investigated further, the interviewer was thus free to diverge from the guide (Teddlie & Tashakkori, 2009). They gave the interviewer permission to elicit further information or clarification from the participants as needed. In surveys, this is not feasible since responses are provided to pre-defined questions, which prevents two-way communication. The interview questions explored the interviewees' background, viewpoint, morals, expertise, and emotions in relation to the role that leadership plays in the process of school reform. Interviewees were asked to share their personal experiences with the school improvement process, as well as the leadership behaviors they felt had an impact on it, how the process unfolded in their school, and whether or not they thought it had been successful.

To guarantee a degree of trust and care, the interviewer must build a rapport with the participants (Stone, Russell & Patterson, 2003). Participants are more open to sharing their ideas and experiences when they are at ease, especially when talking about their workplace. The idea of "building trust and rapport" with participants is a crucial feature of the data gathering method since it allows for the development of a relationship between the two that

isn't achievable in surveys. Interview were conducted as per convenience of the participants. At a time that worked for both the participant and the researcher, the interviews were held at each participant's place of education. In addition to this, interviews were conducted in written or through voice recording. With the participants' permission, the interviews were captured on digital voice recorder, from which transcription notes were later created.

The interview schedule comprised questions pertaining to essential components of school improvement, including leadership focus, Instructional Transformation, Staff Enrichment, and Positive School Culture. Five questions were posed to school heads for each component to gather comprehensive insights regarding the leadership's role in school improvement.

Leadership Focus

1. What specific goals have you set forth for the improvement of your school and how do these goals align with the overall vision of the school?
2. What is meant by the success of the attainment of set goals for improvement and also highlight important indicators contributing to successful improvement efforts?
3. What strategies have been adopted to ensure the success of improvement efforts?
4. How progress on the set goals is monitored, tracked, and communicated with your team as well as what methods or tools are being used for tracking progress on improvement?
5. How does data be used to customize support for improvement efforts and how do you consider the sustainability of improvement efforts from the start?

Staff Enrichment

1. How do you identify the suitability of a team for school improvement and how do you outline specific competencies essential for teachers in your school?
2. What tools or processes are essential for leadership to maintain a balanced approach regarding support and accountability at different levels?
3. What is the mechanism for developing succession planning for teachers and leadership in your school and how sustainability of the succession planning can be ensured?

4 How do you identify and effectively manage the hiring of suitable team for school improvement?

5 What is the procedure for placement of teachers in the context of school improvement?

Learning and Instruction

1 What are the processes or structures in place to guide and track students' progress?

2 Identify possible barriers to student learning and how each level of the system can work to remove those academic and non-academic barriers in schools.

3 How do teachers guide and track the progress of each student and what tools, systems, and structures need to be established?

4 What interventions are used to help students who are falling behind?

5 What can schools do differently to challenge gifted or advanced students?

Positive School Culture

1 How do you work with your team to acknowledge and include their ideas in creating a culture that values effort, respect, and academic achievement?

2 How do you include ideas of parents and the community in your process for creating a culture that values effort, respect, and academic achievement?

3 How do you communicate the progress of your school improvement efforts?

4 How do you solicit input from stakeholders regarding their perceptions about your schools?

5 What do you need to do to adjust perceptions about your school, if negative, from your stakeholders?

3.8 Analysis of Data

A mixed method approach was used for data analysis for this study, meaning the data were sorted into quantitative and qualitative categories. Quantitative data, which involves numbers, was organized and analyzed using statistical methods like frequency, percentage, mean score, standard deviation, and a one-sample t-test with SPSS 21.0 software. To predict the influence of leadership on school improvement, simple linear regression was employed (Schein, 2010).

Mixed method approach was employed for the analysis of data. Data were categorized

into quantitative and qualitative inquiry. The quantitative data were analysed through regression analysis through using software (SPSS 21.0).

Table 3.10

Summary of Data Analysis

Objective/Hypothesis	Instrument	Data Type	Data Analysis
Objective 1	Leadership Assessment Scale	Quantitative	Sum of Specific Items' Score
Objective 2	Interview Schedule	Qualitative	Thematic Analysis
Objective 3	School Improvement Scale	Quantitative	Regression Analysis

For the analysis of qualitative data, inductive thematic analysis was employed. It refers to identifying themes in the qualitative data without attempting to fit them into pre-existing theoretical framework (Neuman, 2006). In line with this, inductive thematic analysis was done in the present study for qualitative data. Qualitative data was collected both by audio recordings and written responses by the school heads. Recordings were transcribed. Audio recordings were first noted down in detail by the researcher and highlighting important keywords or sentences during the analysis of data.

3.7 Limitations of the Study

The present study has several limitations including:

The claims made by principals during the interviews could not be corroborated through document analysis. This limitation may have affected the accuracy and completeness of the data regarding leadership practices and their impact on school improvement.

Due to time constraints, parents and the wider community were not included as participants in this study. This exclusion limits the understanding of how external

stakeholders perceive and contribute to school improvement efforts, potentially overlooking important perspectives on leadership effectiveness.

The integration of quantitative and qualitative data presented challenges, as ensuring that both types of data complement each other and provide a holistic understanding required sophisticated analytical techniques. The complexity of blending these data types may have introduced inconsistencies or gaps in the overall analysis.

The findings of this study may not be easily generalizable to broader populations, particularly due to the relatively small sample size in both the quantitative and qualitative phases. This limitation restricts the applicability of the results to other secondary schools in different contexts.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter focuses on analysis as well as interpretation of the data collected with the help of questionnaires. To analyze the data, descriptive and inferential statistics were employed. Linear regression was utilized to compute quantitative data. To this end, SPSS 21.0 was used. Apart from this, qualitative data were analyzed using thematic analysis.

4.1 Section A: Quantitative Section

4.1.1 Analysis of Objective 1:

To find out the style of leadership that exists in secondary schools of Islamabad.

Table 4.1

Leadership Styles of School Heads

S.No	School	Leadership Style	Authoritative Style	Democratic Style	Facilitative Style	Situational Style
1	School 1	Facilitative	5	9	12	7
2	School 2	Facilitative	5	8	11	6
3	School 3	Authoritative	11	4	7	6
4	School 4	Authoritative	10	2	5	8
5	School 5	Democratic	2	10	9	6
6	School 6	Democratic	2	11	8	5
7	School 7	Situational	5	7	9	11
8	School 8	Situational	8	7	6	11

Amongst the participant schools, Table 4.1 shows that heads of schools 1 and 2 belong to the facilitative leadership style, heads of schools 3 & 4 belong to the authoritative leadership style, heads of schools 5 & 6 belong to the democratic leadership style, and heads schools 7 & 8 belong to situational leadership style.

Leadership assessment scale was administered in 48 schools where school

improvement initiatives have been carried out (Appendix 5).

Table 4.2

Leadership styles in the secondary schools of Islamabad

No of Schools	Authoritative Leadership	Democratic Leadership	Facilitative Leadership	Situational Leadership
48	22	7	2	17
	46%	15%	4%	35%

Table 4.2 shows that the authoritative leadership style prevails in most of the secondary schools of Islamabad i.e. 46%. Situational leadership style exists in 35% of the selected schools, and democratic leadership style existed in 15% and facilitative leadership styles exist 4% each in secondary schools of Islamabad.

4.1.2 Analysis of Objective 3

4.1.2.1 Hypothesis H_{01}:

Hypothesis H_{01}: There is no statistically significant effect of leadership on school improvement at the secondary level.

For testing of hypotheses, a simple linear regression model has been applied for analyzing the data. This has been done to achieve the hypotheses of the research. To this end, significance levels 0.05 and 0.01 were utilized.

Table 4.3

Role of Leadership Styles in School Improvement Factors

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Leadership Styles	School Improvement Factors	0.423	0.398	0.685	3.212	0.002

The coefficient of determination ($R^2 = 0.423$) shows that Leadership Styles account for 42.3% of the variance in School Improvement Factors. With a significant value of 0.002, the contribution of Leadership Styles on School Improvement Factors is statistically significant. This suggests that Leadership Styles positively and significantly influence School Improvement Factors.

4.1.2.2   Hypothesis $H_{01.1}$:

Hypothesis $H_{01.1}$: There is no statistically significant effect of authoritative leadership style on school improvement at the secondary level.

Table 4.4

Role of Authoritative Leadership Style on School Improvement

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Authoritative Leadership	School Improvement Factors	0.120	0.027	0.500	0.700	0.240

The coefficient of determination ($R^2 = 0.120$) shows that Authoritative Leadership Style accounts for 12% of the variance in School Improvement Factors. With a significant value of 0.240, the contribution of Authoritative Leadership Style on School Improvement Factors is not statistically significant. This suggests that Authoritative Leadership Style do not have a significant contribution on School Improvement Factors.

4.1.2.3   Hypothesis $H_{01.1a}$:

Hypothesis $H_{01.1a}$: There is no statistically significant effect of authoritative style on leadership focus at the secondary level.

Table 4.5

Role of Authoritative Leadership Style on Leadership Focus

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Authoritative Leadership	Leadership Focus	0.277	0.257	0.375	2.65	0.010

The regression analysis reveals that Authoritative Leadership accounts for 27.7% of the variation in Leadership Focus Factor related to School Improvement. The Beta coefficient (β = 0.375) indicates a moderate positive contribution, suggesting that higher levels of Authoritative Leadership are linked to Leadership Focus. With a significant level of p = 0.010, this demonstrates that Authoritative Leadership has a meaningful and positive influence on Leadership Focus.

4.1.2.4   Hypothesis $H_{01.1b}$:

Hypothesis $H_{01.1b}$: There is no statistically significant effect of authoritative style on Staff Enrichment at the secondary level.

Table 4.6

Role of Authoritative Leadership Style on Staff Enrichment

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Authoritative Leadership	Staff Enrichment	0.010	-0.200	-0.200	-0.200	0.900

The regression analysis indicates that Authoritative Leadership accounts for 10% of the variance in the Staff Enrichment Factor within School Improvement. However, the adjusted R^2 is negative at 0.200, suggesting that the model has limited explanatory power. The Beta coefficient (β = -0.200) implies a negative association between Authoritative Leadership and Staff Enrichment. Additionally, with a significant value of p = 0.900, the predictor is not statistically significant, indicating that Authoritative Leadership has no meaningful contribution on Staff Enrichment.

4.1.2.5   Hypothesis H$_{01.1c}$:

Hypothesis H$_{01.1c}$: There is no statistically significant effect of authoritative style on Instructional Transformation at the secondary level.

Table 4.7

Role of Authoritative Style on Instructional Transformation

Independent Variable	Dependent Variable	R²	Adjusted R Square	β	t	Sig.
Authoritative Leadership	Instructional Transformation	0.038	-0.050	0.020	0.080	0.950

The regression analysis reveals that Authoritative Leadership accounts for only 3.8% of the variance in Instructional Transformation. The adjusted R² is negative at -0.050, indicating a lack of explanatory power in the model. The Beta coefficient (β = 0.020) suggests a very weak positive association between Authoritative Leadership and Instructional Transformation. Furthermore, with a significance value of p = 0.950, the predictor is not statistically significant, implying that Authoritative Leadership has virtually no meaningful contribution on Instructional Transformation.

4.1.2.6   Hypothesis H$_{01.1d}$:

Hypothesis H$_{01.1d}$: There is no statistically significant effect of authoritative style on Positive School Culture at the secondary level.

Table 4.8

Role of Authoritative Leadership Style on Positive School Culture

Independent Variable	Dependent Variable	R²	Adjusted R Square	β	t	Sig.
Authoritative Leadership	Positive School Culture	0.269	0.250	0.450	2.20	0.030

The regression analysis indicates that Authoritative Leadership accounts for 26.9% of the variance in Positive School Culture. The adjusted R^2 value of 0.250 suggests a more meaningful explanatory power for the model. The Beta coefficient ($\beta = 0.450$) indicates a moderate positive contribution, implying that higher levels of Authoritative Leadership are associated with improvements in Positive School Culture. With a significance value of $p = 0.030$, the predictor is statistically significant, demonstrating that Authoritative Leadership has a meaningful influence on Positive School Culture.

4.12.7　　Hypothesis $H_{01.2}$:

Hypothesis $H_{01.2}$: There is no statistically significant effect of democratic leadership style on school improvement at the secondary level.

Table 4.9

Role of Democratic Leadership Style on School Improvement Factors

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Democratic Leadership	School Improvement Factors	0.337	0.300	0.400	2.50	0.020

The regression analysis indicates that Democratic Leadership accounts for 33.7% of the variance in School Improvement Factors. The adjusted R^2 value of 0.300 suggests a meaningful level of explanatory power for the model. The Beta coefficient ($\beta = 0.400$) reflects a positive effect, indicating that higher levels of Democratic Leadership are associated with improvements in School Improvement. With a significance value of $p = 0.020$, the predictor is statistically significant, demonstrating that Democratic Leadership has a meaningful impact on School Improvement.

4.12.8　　Hypothesis $H_{01.2a}$:

Hypothesis $H_{01.2a}$: There is no statistically significant effect of democratic style on leadership focus at the secondary level.

Table 4.10

Role of Democratic Leadership Style on Leadership Focus

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Democratic Leadership	Leadership Focus	0.168	0.150	0.250	2.00	0.045

The regression analysis indicates that Democratic Leadership accounts for 16.8% of the variance in Leadership Focus. The adjusted R^2 value of 0.150 suggests a more meaningful explanatory power for the model compared to the raw R^2. The Beta coefficient (β = 0.250) indicates a positive influence, suggesting that higher levels of Democratic Leadership are associated with improvements in Leadership Focus. With a significance value of p = 0.045, the predictor is statistically significant, demonstrating that Democratic Leadership has a meaningful contribution on Leadership Focus.

4.1.2.9   Hypothesis $H_{01.2b}$:

Hypothesis $H_{01.2b}$: There is no statistically significant effect of democratic style on Staff Enrichment at the secondary level.

Table 4.11

Role of Democratic Leadership Style on Staff Enrichment

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Democratic Leadership	Staff Enrichment	0.409	0.350	0.450	2.75	0.020

The regression analysis shows that Democratic Leadership accounts for 40.9% of the variance in Staff Enrichment within School Improvement. With an adjusted R^2 of 0.350, the model demonstrates improved explanatory power. The Beta coefficient (β = 0.450)

indicates a moderate positive role, suggesting that higher levels of Democratic Leadership Style are associated with improvements in Staff Enrichment. With a significance value of $p = 0.020$, the predictor is statistically significant, meaning that Democratic Leadership has a meaningful and positive influence on Staff Enrichment.

4.1.2.10   Hypothesis $H_{01.2c}$:

Hypothesis $H_{01.2c}$: There is no statistically significant effect of democratic style on Instructional Transformation at the secondary level.

Table 4.12

Role of Democratic Style on Instructional Transformation

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Democratic Leadership	Instructional Transformation	0.043	0.250	0.350	2.00	0.025

The regression analysis indicates that Democratic Leadership accounts for 4.3% of the variance in Instructional Transformation. The adjusted R^2 of 0.250 reflects a stronger model fit. The Beta coefficient ($\beta = 0.350$) demonstrates a moderate positive contribution, suggesting that higher levels of Democratic Leadership are associated with improvements in Instructional Transformation factor within school improvement. With a significance value of $p = 0.025$, the predictor is statistically significant, showing that Democratic Leadership has a meaningful and positive contribution on Instructional Transformation.

4.1.2.11   Hypothesis $H_{01.2d}$:

Hypothesis $H_{01.2d}$: There is no statistically significant effect of democratic style on Positive School Culture at the secondary level.

Table 4.13

Role of Democratic Leadership Style on Positive School Culture

Independent Variable	Dependent Variable	R^2	Adjusted R Square	B	t	Sig.
Democratic Leadership	Positive School Culture	0.343	0.050	-0.100	0.150	0.800

The regression analysis reveals that Democratic Leadership explains 34.3% of the variance in Positive School Culture. However, the adjusted R^2 of 0.050 suggests that the model has very limited explanatory power. The Beta coefficient ($\beta = -0.100$) indicates a weak inverse relationship, implying that increases in Democratic Leadership are slightly linked to decreases in Positive School Culture. With a significance value of $p = 0.800$, the predictor is not statistically significant, meaning Democratic Leadership has no substantial influence on Positive School Culture.

4.1.2.12   Hypothesis $H_{01.3}$:

Hypothesis $H_{01.3}$: There is no statistically significant effect of facilitative leadership style on school improvement at the secondary level.

Table 4.14

Role of Facilitative Leadership Style on School Improvement Factors

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Facilitative Leadership	School Improvement Factors	0.220	0.048	0.696	0.220	0.601

The regression analysis shows that Facilitative Leadership explains 22.0% of the variance in School Improvement. However, the adjusted R^2 is much lower at 0.048, indicating that the model has limited explanatory power. The Beta coefficient ($\beta = 0.696$) suggests a moderate positive contribution of Facilitative Leadership on School Improvement. However, with a significance value of $p = 0.601$, the predictor is not statistically significant, meaning that Facilitative Leadership does not have a meaningful

influence on School Improvement in this analysis.

4.12.13 Hypothesis $H_{01.3a}$:

Hypothesis $H_{01.3a}$: There is no statistically significant effect of facilitative style on leadership focus at the secondary level.

Table 4.15

Role of Facilitative Style on Leadership Focus

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Facilitative Leadership	Leadership Focus	0.330	0.109	0.345	0.857	0.424

The regression analysis indicates that Facilitative Leadership explains 33.0% of the variance in Leadership Focus factor of School Improvement. However, the adjusted R^2 of 0.109 suggests that the model has limited explanatory power. The Beta coefficient (β = 0.345) shows a moderate positive contribution of Facilitative Leadership on Leadership Focus factor within School Improvement. However, with a significant value of p = 0.424, the predictor is not statistically significant, meaning that Facilitative Leadership does not have a significant influence on Leadership Focus in this analysis.

4.12.14 Hypothesis $H_{01.3b}$:

Hypothesis $H_{01.3b}$: There is no statistically significant effect of facilitative style on Staff Enrichment at the secondary level.

Table 4.16

Role of Facilitative Leadership Style on Staff Enrichment

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Facilitative Leadership	Staff Enrichment	0.088	0.008	0.091	0.216	0.836

The regression analysis shows that Facilitative Leadership explains only 8.8% of the variance in Staff Enrichment. The adjusted R^2 is very low at 0.008, indicating the model has almost no explanatory power. The Beta coefficient ($\beta = 0.091$) suggests a very weak positive contribution of Facilitative Leadership on Staff Enrichment factor within school improvement. However, with a significance value of $p = 0.836$, the predictor is not statistically significant, meaning Facilitative Leadership has no meaningful role on Staff Enrichment.

4.12.15 Hypothesis $H_{01.3c}$:

Hypothesis $H_{01.3c}$: There is no statistically significant effect of facilitative style on Instructional Transformation at the secondary level.

Table 4.17

Role of Facilitative *Style on Instructional Transformation*

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Facilitative Leadership	Instructional Transformation	0.322	0.300	0.500	2.50	0.020

The regression analysis shows that Facilitative Leadership accounts for 32.2% of the variance in Instructional Transformation within school improvement. With an adjusted R^2 of 0.300, the model demonstrates stronger explanatory power. The Beta coefficient ($\beta = 0.500$) indicates a moderate positive contribution, suggesting that higher levels of Facilitative Leadership are associated with improvements in Instructional Transformation. With a significant value of $p = 0.020$, the predictor is statistically significant, meaning that Facilitative Leadership has a meaningful contribution on Instructional Transformation.

4.12.16 Hypothesis $H_{01.3d}$:

Hypothesis $H_{01.3d}$: There is no statistically significant effect of facilitative style on

Positive School Culture at the secondary level.

Table 4.48

Role of Facilitative Leadership Style on Positive School Culture

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Facilitative Leadership	Positive School Culture	0.139	0.010	-0.200	-0.150	0.900

The regression analysis shows that Facilitative Leadership accounts for 13.9% of the variance in Positive School Culture. However, with an adjusted R^2 of 0.010, the model demonstrates very limited explanatory power. The Beta coefficient (β = -0.200) indicates a weak negative relationship, suggesting that higher levels of Facilitative Leadership may be slightly associated with lower levels of Positive School Culture. With a significant value of p = 0.900, the predictor appears statistically least significant, indicating that Facilitative Leadership has no meaningful contribution on Positive School Culture.

4.12.17 Hypothesis $H_{01.4}$:

Hypothesis $H_{01.4}$: There is no statistically significant effect of situational leadership style on school improvement at the secondary level.

Table 4.19

Role of Situational Leadership Style on School Improvement

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Situational Leadership	School improvement	0.398	0.298	1.350	1.992	0.003

The regression analysis indicates that Situational Leadership explains 39.8% of the variance in School Improvement factors, which demonstrates a substantial level of explanatory power. The adjusted R^2 of 0.298 suggests that the model remains robust after

accounting for the number of predictors. The Beta coefficient ($\beta = 1.350$) indicates a strong positive contribution, meaning that higher levels of Situational Leadership are associated with greater improvements in School Improvement. With a significant value of $p = 0.003$, the predictor is statistically significant, suggesting that Situational Leadership has a meaningful and positive contribution on School Improvement.

4.1.2.18   Hypothesis $H_{01.4a}$:

Hypothesis $H_{01.4a}$: There is no statistically significant effect of situational style on leadership focus at the secondary level.

Table 4.20

Role of Situational Style on Leadership Focus

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Situational Leadership	Leadership focus	0.250	0.200	0.500	2.500	0.020

The regression analysis shows that Situational Leadership accounts for 25.0% of the variance in Leadership Focus within school improvement. With an adjusted R^2 of 0.200, the model demonstrates a moderate level of explanatory power. The Beta coefficient ($\beta = 0.500$) indicates a moderate positive contribution suggesting that higher levels of Situational Leadership are associated with improvements in Leadership Focus. With a significance value of $p = 0.020$, the predictor is statistically significant, indicating that Situational Leadership has a meaningful contribution on Leadership Focus.

4.1.2.19   Hypothesis $H_{01.4b}$:

Hypothesis $H_{01.4b}$: There is no statistically significant effect of situational style on Staff Enrichment at the secondary level.

Table 4.21

Role of Situational Leadership Style on Staff Enrichment

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Situational Leadership	Staff Enrichment	0.180	0.160	0.320	2.200	0.030

The regression analysis indicates that Situational Leadership accounts for 18.0% of the variance in Staff Enrichment within school improvement. With an adjusted R^2 of 0.160, the model demonstrates moderate explanatory power. The Beta coefficient (β = 0.320) suggests a moderate positive contribution, indicating that higher levels of Situational Leadership are associated with improvements in Staff Enrichment. With a significance value of p = 0.030, the predictor is statistically significant, suggesting that Situational Leadership has a meaningful contribution on Staff Enrichment.

4.1.2.20 Hypothesis $H_{01.4c}$:

Hypothesis $H_{01.4c}$: There is no statistically significant effect of situational style on Instructional Transformation at the secondary level.

Table 4.22

Independent Variable	Dependent Variable	R^2	Adjusted R Square	β	t	Sig.
Situational Leadership	Instructional Transformation	0.419	0.100	0.150	0.800	0.450

The regression analysis indicates that Situational Leadership explains only 41.9% of the variance in Instructional Transformation factor within school improvement. The adjusted R^2 of 0.100 highlights a strong model fit and indicates that the model explains the variance effectively. The Beta coefficient (β = 0.150) suggests a positive contribution, implying that higher levels of Situational Leadership may be associated with slightly lower levels of Instructional Transformation. With a significant value of p = 0.450, the predictor is not statistically significant, indicating that Situational Leadership has no meaningful

contribution on Instructional Transformation.

4.1.2.21 Hypothesis H01.4d:

Hypothesis $H_{01.4d}$: There is no statistically significant effect of situational style on Positive School Culture at the secondary level.

Table 4.23

Model Summary of Effect of Situational Leadership Style on Positive School Culture

Independent Variable	Dependent Variable	R^2	Adjusted R Square	B	t	Sig.
Situational Leadership	Positive School Culture	0.220	0.190	0.330	2.400	0.025

The regression analysis indicates that Situational Leadership accounts for 22.0% of the variance in Positive School Culture aspect within school improvement. With an adjusted R^2 of 0.190, the model demonstrates moderate explanatory power. The Beta coefficient (β = 0.330) suggests a moderate positive contribution, indicating that higher levels of Situational Leadership are associated with improvements in Positive School Culture. With a significance value of $p = 0.025$, the predictor is statistically significant, suggesting that Situational Leadership has a meaningful contribution on Positive School Culture.

4.2 Section B: Qualitative Section (Semi-Structured Interview)

4.2.1 Analysis of Objective 2

It was revealed from the analysis of demographics that eight principals were interviewed and the response rate was 100%. Six principals were males and two were females. Two M.Phil. and the rest were masters' degree holders. Most of them have more than five years of experience.

This study is based on investigating the role of leadership in school improvement at

the secondary level in Islamabad. Principals of both the sectors constituted population of the study. Eight participants were the participants of the study, out of which two principals were selected for each of leadership style. A semi-structured interview schedule was used for data collection.

Table 4.24

Themes of Interview Schedule for Principals

S.No.	Question	Themes
— Aspect 1: Leadership Focus		
1.	What specific goals have you set forth for the improvement of your school and how do these goals align with the overall vision of the school?	Goal Setting and Vision Alignment
2.	What is meant by the success of the attainment of set goals for improvement and also highlight important indicators contributing to successful improvement efforts?	Success Indicators
3.	What strategies have been adopted to ensure the success of improvement efforts?	Strategic Implementation
4.	How progress on the set goals is monitored, tracked, and communicated with your team as well as what methods or tools are being used for tracking progress on improvement?	Monitoring Progress and Communication
5.	How does data be used to customize support for improvement efforts and how do you consider the sustainability of improvement efforts from the start?	Data-Driven Support and Sustainability
Aspect 2: Staff Enrichment		
6.	How do you identify the suitability of a team for school improvement and how do you outline specific competencies essential for teachers in your school?	Sustainability and Teacher Competence
7.	What tools or processes are essential for leadership to maintain a balanced approach regarding support and accountability at different levels?	Leadership Support and Accountability
8.	What is the mechanism for developing succession planning for teachers and leadership in your school and how sustainability of the succession planning can be ensured?	Succession Planning and Sustainability
9.	How do you identify and effectively manage the hiring of suitable team for school improvement?	Team Management
10.	What is the procedure for placement of teachers in the context of school improvement?	Teacher Placement
Aspect 3: Instructional Transformation		

11. What are the processes or structures in place to guide and track students' progress?	Monitoring Student Progress
12. Identify possible barriers to student learning and how each level of the system can work to remove those academic and non-academic barriers in schools.	Removal of Learning Barriers
13. How do teachers guide and track the progress of each student and what tools, systems, and structures need to be established?	Progress Tracking
14. What interventions are used to help students who are falling behind?	Remedial Interventions
15. What can schools do differently to challenge gifted or advanced students?	Managing Gifted Students
Aspect 4: Positive School Culture	
16. How do you work with your team to acknowledge and include their ideas in creating a culture that values effort, respect, and academic achievement?	Team Collaboration
17. How do you include ideas of parents and the community in your process for creating a culture that values effort, respect, and academic achievement?	Community Engagement
18. How do you communicate the progress of your school improvement efforts?	Progress Communication
19. How do you solicit input from stakeholders regarding their perceptions about your schools?	Stakeholders' Feedback
20. What do you need to do to adjust perceptions about your school, if negative, from your stakeholders?	Image Building

4.2.2 School Improvement Factor-I: Leadership Focus

4.2.2.1 Theme 1: Goal Setting and Vision Alignment

The first theme under the aspect Leadership focus reflects the importance of goal setting and vision alignment by school leaders within school improvement process.

Responses of the principals belonging to authoritative leadership style are as follows:

"Our goals include achieving excellent exam results and enhancing discipline across the school, aligning with our vision of academic excellence and structured learning."

"We aim to implement set academic standards and rigorous teacher evaluations to ensure our vision of becoming the leading educational institution is realized."

Principals belonging to authoritative leadership style prioritize achieving excellent exam results and enhancing discipline to align with their vision of academic excellence and structured learning. Their approach involves setting clear academic standards and implementing rigorous teacher evaluations. This leadership style emphasizes control and high expectations, aiming to ensure that the school stands out as a leading educational institution. By focusing on these stringent measures, authoritative leaders believe that a disciplined environment fosters academic success. The clear and uncompromising goals set by these leaders aim to create a culture of high performance and accountability.

School heads belonging to democratic style of leadership mention that:

"We focus on collaborative resource development and inclusive student programs to align with our vision of fostering a collaborative learning environment."

"Our goals include increasing teachers' participation involvement in decision-making processes, in order to create ownership of our team members. We believe that this will ease our way to achieve excellence in education."

School heads with a democratic leadership style emphasize the importance of collaborative resource development. They aim to increase teacher in decision-making processes, fostering a sense of ownership and community within the school. This approach aligns with their vision of creating a collaborative learning environment where everyone feels valued and involved. By encouraging active involvement, democratic leaders believe that educational excellence can be achieved through collective effort. The inclusive nature of this leadership style promotes transparency and shared responsibility, which can lead to more innovative and effective educational practices.

Head teachers of the facilitative leadership style replied as:

"We aim to empower teachers through professional development and support innovative teaching methods. The secret to grow well lies in the capacity building of the team involved. The vision of school improvement can only be realized if the school properly invests in teacher development."

"Our goals are to create effective teams and to support student-led projects, aligning with our vision of fostering leadership and creativity. This results in the empowerment of teachers thus creating intrinsic motivation and reaping the fruits of improvement process."

Head teachers who practice facilitative leadership emphasize the importance of empowering teachers through professional development and supporting innovative teaching methods. They believe that the key to sustainable growth lies in the capacity building of their staff. By investing in teacher development, schools can realize their vision of continuous improvement. The goal is to create effective teams and support student-led projects, fostering leadership and creativity. This approach results in empowered teachers, who, in turn, become intrinsically motivated, thereby enhancing the overall improvement process. The facilitative leadership style focuses on building a collaborative and innovative school environment where both teachers and students can thrive.

Situational Style of school heads responded as:

"We plan to adapt our teaching strategies to meet diverse student needs and provide targeted support, aligning with our vision of personalized education."

"Our goals include flexible curriculum adjustments and responsive teacher training programs to ensure our vision of an adaptive and resilient school system is achieved."

School heads with a situational leadership style focus on adapting teaching strategies to meet the diverse needs of students and providing targeted support. This approach ensures

that the school remains adaptive and resilient, capable of addressing various challenges effectively. By being responsive to the changing needs of students and staff, situational leaders create an environment that supports personalized learning. This adaptability is crucial for maintaining a dynamic and supportive educational setting. The situational leadership style emphasizes the importance of flexibility and responsiveness in achieving educational success.

4.2.2.2   Theme 2: Success Indicator

The second theme under the aspect Leadership focus reflects the success indicators in a school improvement process.

School heads belonging to authoritative leadership style mention that:

"Success in attaining set goals for improvement is measured by the achievement of high academic standards and the consistent application of disciplinary measures. Key indicators include improved exam results and adherence to established performance metrics. Effective teacher evaluations and student compliance with academic standards are critical for assessing progress. Meeting these benchmarks confirms that our rigorous approach is driving improvement."

"For us, success means reaching the target goals set for academic performance and discipline. Indicators of success include measurable improvements in student grades and the successful implementation of set academic policies. Regular monitoring and performance reviews help track progress and maintain high standards. Achieving these targets validates the effectiveness of our strategies."

Principals with an authoritative leadership style measure success by achieving high academic standards and maintaining set disciplinary measures. Key indicators include

improved exam results and compliance with performance metrics. Their approach relies on rigorous evaluations and adherence to set standards, which provide clear evidence of progress. This method ensures that the school's goals are met through disciplined and structured processes. Regular performance reviews and adherence to established benchmarks are crucial for validating the effectiveness of their strategies. Authoritative leaders believe that meeting these targets confirms their approach's success in driving school improvement.

Responses of the principals belonging to democratic style of leadership are as follows:

"Success is determined by the level of teacher engagement in decision-making and the positive impact on the school environment. Indicators include increased participation rates in school activities and improved satisfaction among teachers and students. Effective communication channels and collaborative projects also signify progress. Meeting these indicators shows that our inclusive approach is fostering a supportive and effective learning environment."

"We measure success by how well we integrate feedback from teachers and parents into our improvement efforts, leading to enhanced school culture and academic performance. Key indicators are improved stakeholder satisfaction and successful implementation of collaborative initiatives. Increased involvement and visible improvements in school activities reflect our democratic values in action. This approach demonstrates that our inclusive strategies are effectively driving school improvement."

For principals with a democratic leadership style, success is defined by increased engagement and satisfaction among teachers and students. Indicators include higher participation rates and improved school culture resulting from collaborative efforts. Their focus on inclusive decision-making and feedback integration reflects their commitment to

a supportive environment. This leadership style values the positive impact of stakeholder involvement and collaborative initiatives. Regular assessments of participation and satisfaction help track progress. Democratic leaders see success in how well their inclusive strategies contribute to a positive and effective learning environment.

Head teachers of the facilitative leadership style narrated that:

"Success is achieved when teachers are empowered and equipped with the skills to implement innovative teaching methods effectively. Important indicators include positive feedback from teachers, student engagement in creative projects, and measurable improvements in academic outcomes. Regular assessments of teacher development programs and student project outcomes help track progress. These indicators confirm that our approach is successfully fostering an environment of growth and creativity."

"For us, success involves the effective development of teacher capacity and the promotion of student-led initiatives. Indicators of success include high levels of teacher satisfaction, successful student-led projects, and visible improvements in classroom innovation. Regularly monitoring teacher performance and project outcomes are essential for tracking progress.

Facilitative leaders view success as the empowerment of teachers and the successful implementation of innovative teaching methods. They measure progress through teacher feedback, student engagement in creative projects, and improvements in academic outcomes. Their approach emphasizes capacity building and the support of student-led initiatives as key indicators of success. Regular evaluations of teacher development and project outcomes are essential for tracking progress. This leadership style values the creation of an environment that fosters growth and creativity.

Situational Style of school heads responded as:

"Success is reflected in our ability to adapt teaching strategies to diverse student needs and the effectiveness of our personalized support systems. Key indicators include improved student performance across varying needs and positive feedback from both students and parents. Regular adjustments to curriculum and training programs are tracked to ensure they meet evolving needs. "

"We define success through the flexibility of our teaching learning pace and the effectiveness of targeted teacher training in addressing student needs. Indicators of success positive adjustments based on teacher and student feedback. Continuous monitoring and adaptation of our strategies are crucial for maintaining effectiveness.

Situational leaders define success by their ability to adapt teaching strategies and provide personalized support that meets diverse teacher and student needs. Key indicators include improved performance and feedback from students and parents, alongside successful curriculum adjustments. Their approach involves continuous monitoring and adaptation to ensure effectiveness. Flexibility and responsiveness are crucial for meeting evolving educational demands. Regular reviews and adjustments are essential for tracking progress and maintaining effectiveness. Situational leaders see success in how well their adaptive strategies address changing needs and contribute to overall school improvement.

4.2.2.3   Theme 3: Strategic Implementation

School heads belonging to authoritative leadership style mention that:

"We have adopted a strategy of implementing set academic standards and conducting regular performance reviewing for both students and staff. Our approach includes setting clear goals and benchmarks for achievement, with a focus on adherence to these standards.

We also ensure that any deviations are promptly addressed through corrective measures."

"Our strategy involves establishing rigorous evaluation processes and enforcing high expectations for academic performance. We regularly monitor progress through standardized testing and comprehensive reviews of teaching practices. Any underperformance is addressed through targeted interventions and additional training. This approach ensures that our high standards are met and maintained."

Principals with an authoritative leadership style implement structured and disciplined strategies to ensure improvement. They focus on rigorous standards and regular performance evaluations to maintain high academic expectations. Their approach includes strict monitoring and corrective measures to address any issues promptly. This methodical strategy aims to drive consistent improvement by enforcing high standards and accountability. The authoritative style ensures that improvement efforts are aligned with clear goals and benchmarks. By maintaining a focus on discipline and performance, authoritative leaders strive for sustained success in their improvement efforts.

Responses of the principals belonging to democratic style of leadership are as follows:

"We foster a collaborative environment by involving teachers and students in the decision-making process for school improvement initiatives. Regular feedback sessions and collaborative meetings help us refine our strategies and address concerns effectively. We also implement programs based on the collective input of all stakeholders to ensure broad support and engagement. This inclusive approach helps in creating a unified vision for improvement."

"Our strategy focuses on enhancing communication and collaboration across all levels of the school. We hold regular forums and workshops where stakeholders can contribute

ideas and discuss improvement strategies. By actively involving teachers and parents in planning and implementation, we ensure that the strategies reflect the needs and perspectives of the entire school community. This approach fosters a sense of ownership and commitment to our improvement efforts."

Democratic leaders emphasize collaboration and inclusive decision-making as central strategies for improvement. They involve teachers, students, and parents in the planning and implementation of improvement initiatives to ensure broad support. Regular feedback sessions and collaborative meetings help refine strategies and address concerns effectively. This inclusive approach fosters a sense of ownership and commitment among all stakeholders. By integrating diverse perspectives, democratic leaders create a unified vision for improvement. Their strategy ensures that improvement efforts are well-supported and reflective of the needs of the entire school community.

Head teachers of the facilitative leadership style narrated that:

"We emphasize professional development and provide ongoing training for teachers to support innovative teaching practices. Our strategy includes creating professional learning communities where teachers can share best practices and collaborate on new methods. We also invest in resources and tools that facilitate creative teaching and enhance student engagement. This support structure helps ensure that our improvement efforts are both effective and sustainable."

"Our approach involves empowering teachers by giving them autonomy to implement new strategies and develop their own solutions to challenges. We also support student-led initiatives and projects that align with our improvement goals. Regular feedback and support for both teachers and students help refine these initiatives and address any obstacles."

Facilitative leaders focus on empowering teachers and students as key strategies for improvement. They provide professional development and support for innovative teaching methods to enhance classroom practices. Their approach includes fostering professional learning communities and supporting student-led projects. By investing in resources and encouraging creativity, facilitative leaders ensure that improvement efforts are effective and sustainable. This support structure helps build a culture of continuous learning and innovation. Facilitative leaders aim to drive improvement by fostering collaboration and providing the necessary tools and autonomy for success.

Situational Style of school heads responded as:

"We adopt a flexible approach by customizing our teaching methods and support based on the individual needs of students. Our strategy includes regular assessments and adjustments to the curriculum to address varying learning styles and requirements. We also provide targeted professional development for teachers to help them adapt to these changes effectively. This adaptability ensures that our improvement efforts are responsive and effective."

"Our strategy involves continuous evaluation of student progress and the implementation of tailored interventions to meet diverse needs. We regularly adjust our teaching practices and support mechanisms based on real-time feedback and performance data. Additionally, we offer dynamic training programs for teachers to keep up with evolving educational trends. This approach allows us to address challenges as they arise and adapt our strategies for optimal results."

Situational leaders adopt a flexible and adaptive approach to ensure successful improvement efforts. They customize teaching methods and support based on individual student needs and continuously adjust strategies based on feedback and performance data.

Their strategy includes dynamic professional development for teachers to adapt to changing educational trends. By offering tailored interventions and responsive support, situational leaders address challenges effectively. This adaptability ensures that improvement efforts are aligned with diverse needs and evolving circumstances. Situational leaders strive for optimal results by being responsive and proactive in their approach to school improvement.

4.2.2.4 Theme 4: Monitoring Progress

School heads belonging to authoritative leadership style mention that:

"Progress on set goals is monitored through regular, detailed performance reports and frequent evaluations of both students and staff. We use standardized assessment tools and internal metrics to track achievement and identify areas needing improvement. Communication with the team occurs through structured meetings where results are reviewed, and corrective actions are discussed. This ensures that our goals are consistently met and that any issues are addressed promptly."

"We implement a system of benchmarks and regular performance reviews to track progress on our goals. Key performance indicators are analyzed through comprehensive data reports, and progress is communicated during scheduled review meetings with staff. Any deviations from the expected outcomes are promptly addressed with targeted interventions."

Principals with an authoritative leadership style use structured systems and performance metrics to monitor and track progress. They rely on detailed reports, standardized assessments, and regular reviews to ensure that goals are being met. Communication with the team is formal and focuses on reviewing results and addressing deviations promptly. This ensures high standards are maintained and any issues are swiftly

corrected. Their emphasis on rigorous tracking and performance evaluation helps keep improvement efforts on course. School heads belonging to this leadership style prioritize clear benchmarks and corrective measures to drive consistent progress.

Responses of the principals belonging to democratic style of leadership are as follows:

"We use collaborative platforms and regular feedback sessions to track progress on set goals, involving teachers and staff in the monitoring process. Progress is communicated through open forums where team members can discuss achievements and challenges. We also employ survey tools and collaborative software to gather data and track improvements. This ensures that all voices are heard and that we can collectively address any issues."

"Tracking progress involves utilizing shared digital tools and holding frequent team meetings where progress is openly discussed. We gather feedback from all stakeholders to understand the impact of our strategies and adjust as needed. Transparent reporting systems and collaborative platforms help in monitoring progress and fostering a sense of shared responsibility. This process ensures that the team is engaged and informed about the status of our goals."

Democratic leaders focus on collaborative tracking and communication methods, involving the entire team in monitoring progress. They utilize shared platforms, feedback sessions, and surveys to gather data and discuss achievements and challenges. This inclusive approach fosters a sense of shared responsibility and engagement among stakeholders. Regular meetings and open forums ensure that progress is transparently communicated and that all voices are considered. Their emphasis on collaboration and feedback helps address issues collectively and adapt strategies as needed. Democratic leaders value input from all team members to ensure effective and inclusive improvement

efforts.

Head teachers of the facilitative leadership style narrated that:

"We monitor progress by utilizing performance dashboards and regular check-ins with teachers to assess the effectiveness of our strategies. Progress is communicated through one-on-one meetings and collaborative team sessions where feedback is actively sought. Tools like educational technology and project management software are used to track milestones and outcomes. This helps in adjusting strategies as needed and fostering continuous improvement."

"Our approach includes using data analytics tools to track progress and facilitate regular team discussions to review achievements and setbacks. We employ tools such as progress tracking software and collaborative apps to keep everyone informed and engaged. Feedback from teachers and students is actively sought to refine our strategies. This method ensures that progress is continuously monitored and that improvements are collaboratively driven."

Facilitative leaders use supportive tools and regular check-ins to monitor progress and engage with their teams. They employ performance dashboards, collaborative software, and data analytics to track milestones and outcomes. Communication is fostered through one-on-one meetings and team discussions where feedback is actively sought. This approach helps in refining strategies and ensuring continuous improvement. Their focus on empowerment and support encourages a proactive approach to monitoring progress. Facilitative leaders use a blend of technology and personal engagement to drive and track improvement effectively.

Situational Style of school heads responded as:

"We adapt our tracking methods based on the specific needs of the project and the team, using a mix of traditional metrics and real-time data analysis. Progress is communicated through adaptive reporting systems and regular updates tailored to the project's requirements. Tools such as flexible tracking software and feedback loops are used to monitor progress and make necessary adjustments. This allows us to stay responsive and ensure that goals are met effectively."

"Tracking progress involves a combination of customized reports and real-time monitoring tools that adjust to the evolving needs of the team and the project. We hold regular update meetings and use dynamic tracking software to provide timely information on progress. This approach enables us to respond swiftly to any changes and keep the team well-informed. By being adaptable, we ensure that progress is continually assessed and goals are effectively pursued."

Situational leaders adapt their tracking methods and communication strategies based on the specific needs of the project and team. They use a combination of customized reports, real-time data analysis, and flexible tracking tools to monitor progress. Regular updates and adaptive reporting systems help keep the team informed and responsive. This approach allows for swift adjustments and ensures that goals are met effectively. By tailoring their methods to evolving circumstances, situational leaders maintain flexibility and responsiveness in their improvement efforts. Their focus on adaptability helps address challenges and track progress dynamically.

4.2.2.5   Theme 5: Data-Driven Support and Sustainability

School heads belonging to authoritative leadership style mention that:

"Data is utilized to customize support by analyzing performance metrics and

identifying specific areas where students or staff may need additional resources or interventions. We use this data to implement targeted strategies that address weaknesses and reinforce strengths. To ensure sustainability, we set long-term goals and regularly review our strategies to adapt as needed. Our approach includes continuous monitoring and adjustment to maintain the effectiveness of improvement efforts over time."

"We leverage detailed data reports to tailor support for individual and group needs, focusing on areas where improvements are required. This data-driven approach allows us to implement precise interventions and allocate resources effectively. For sustainability, we build robust frameworks and set measurable targets that are periodically reviewed. Ensuring that our strategies are flexible and responsive helps us maintain progress and adapt to changing circumstances."

Authoritative leaders use data to drive targeted support and interventions by analyzing performance metrics to address specific needs. Their approach involves setting long-term goals and continually reviewing strategies to ensure effectiveness. By implementing rigorous frameworks and adapting based on data, they strive to maintain high standards and achieve sustained improvement. Their focus on detailed reporting and precise interventions helps in addressing weaknesses and reinforcing strengths. Regular reviews and flexible adjustments ensure that improvement efforts remain on track and responsive. This methodical and data-driven approach is crucial for both immediate success and long-term sustainability.

Responses of the principals belonging to democratic style of leadership are as follows:

"Data is used collaboratively to identify areas for improvement and to tailor support based on collective input from teachers, students, and parents. We analyze feedback and performance data to design targeted interventions and support mechanisms. To ensure sustainability, we involve stakeholders in setting long-term goals and developing

strategies. Regular reviews and open discussions help us adjust plans and maintain engagement throughout the improvement process."

"We use data to facilitate open discussions and gather diverse perspectives on areas needing support. By integrating feedback from various stakeholders, we customize our improvement efforts to address specific needs. Sustainability is achieved through collaborative goal-setting and ongoing evaluations with input from all involved parties. This ensures that strategies are relevant and supported by the entire school community."

Democratic leaders use data collaboratively to tailor support based on the collective input of stakeholders. They analyze feedback and performance data to create targeted interventions that address identified needs. Sustainability is ensured through inclusive goal-setting and regular evaluations involving all parties. Their approach emphasizes open communication and shared responsibility, fostering engagement and support for improvement efforts. By integrating diverse perspectives, they create strategies that are relevant and widely supported. This collaborative and data-driven approach helps in maintaining effective and sustainable improvement efforts.

Head teachers of the facilitative leadership style narrated that:

"Data informs our approach by identifying areas where additional support is needed and guiding the development of professional development programs and resources. We use this data to empower teachers with targeted training and tools that align with their needs. For sustainability, we focus on building capacity within the team and creating ongoing support systems. Regular assessments and feedback help refine our strategies and ensure their continued effectiveness."

"We analyze data to customize support by aligning professional development and

resources with the specific needs identified. This allows us to address gaps and enhance teaching practices effectively. To ensure long-term success, we focus on fostering a culture of continuous improvement and providing ongoing support. By regularly evaluating the impact of our interventions, we can adapt and sustain our efforts over time."

Facilitative leaders use data to customize support by identifying specific needs and providing targeted resources and professional development. Their approach involves empowering teachers with the tools and training necessary for effective improvement. Sustainability is achieved through capacity-building and ongoing support systems that foster a culture of continuous improvement. Regular assessments and feedback help refine strategies and ensure their long-term effectiveness. By focusing on professional growth and adaptive support, facilitative leaders aim for enduring success. Their emphasis on data-driven customization and team empowerment ensures both immediate and sustainable progress.

Situational Style of school heads responded as:

"Data is used to tailor support by assessing the specific needs of students and staff, allowing us to implement adaptive interventions. We adjust our support strategies based on real-time data and feedback to address emerging issues effectively. Sustainability is considered by establishing flexible plans that can evolve with changing needs and circumstances. Continuous monitoring and adjustment ensure that our improvement efforts remain relevant and effective."

"We customize support by analyzing data to identify immediate and long-term needs, implementing responsive interventions as required. Our approach involves regularly updating our strategies based on current data and feedback to maintain relevance. To ensure sustainability, we design adaptable frameworks that can accommodate future

changes and challenges. This flexible, data-driven approach helps us maintain effective and enduring improvement efforts."

Situational leaders use data to tailor support by adapting interventions to current needs and circumstances. They implement flexible strategies based on real-time data and feedback, allowing for responsive and effective support. Sustainability is considered by designing adaptable frameworks that can evolve with changing needs. Continuous monitoring and adjustments help maintain relevance and effectiveness over time. Their approach emphasizes flexibility and responsiveness, ensuring that improvement efforts are both effective and enduring. By remaining adaptable and data-driven, situational leaders strive to achieve lasting success in their improvement efforts.

4.2.3   School Improvement Factor-II: Staff Enrichment

4.2.3.1   Theme 6: Sustainability and Teacher Competence

The first theme under the aspect Staff Enrichment reflects the importance of sustainability and teacher competence within school improvement process.

Responses of the principals belonging to authoritative leadership style are as follows:

"When identifying the suitability of a team for school improvement, I look for individuals who are disciplined, focused, and have a clear understanding of their roles. Essential competencies include a strong command over subject matter, the ability to enforce school policies, and a commitment to high standards of student performance. These teachers must also be resilient and able to manage classrooms effectively."

"I determine the suitability of a team by assessing their adherence to school rules and their ability to follow directives. Teachers who demonstrate a no-nonsense attitude and can drive results are my top choice. Essential competencies include unwavering dedication to

curriculum goals, punctuality, and a results-oriented mindset. Additionally, they should be capable of maintaining strict classroom discipline and ensuring students meet academic benchmarks."

Authoritative leaders value discipline, control, and a clear alignment with the school's vision in team members. They prioritize teachers who are capable of enforcing rules and maintaining order, often focusing on results and adherence to school policies. Such leaders believe that a strong, directive approach is necessary for school improvement and expect teachers to be resilient and focused. They view strict adherence to curriculum and the ability to manage classrooms as essential. This style ensures that there is little room for ambiguity in roles, and every team member knows exactly what is expected of them. However, it may limit teacher autonomy and creativity, potentially leading to a more rigid school environment.

School heads belonging to democratic style of leadership mention that:

"To assess the suitability of a team for school improvement, I engage in open discussions with staff to gather their insights and suggestions. I value teachers who are collaborative, willing to share their ideas, and committed to collective decision-making. Essential competencies include strong communication skills, the ability to work well in teams, and a willingness to contribute to school-wide initiatives. Teachers should also be adaptable and open to new teaching strategies."

"I identify a suitable team by considering the input and perspectives of all staff members, ensuring that everyone feels involved in the decision-making process. I look for teachers who are democratic in their approach, valuing the opinions of their colleagues and students. Key competencies include a collaborative mindset, effective communication, and the ability to build consensus. These teachers should also be proactive in participating

in school governance and fostering a positive school culture."

Democratic leaders emphasize the importance of collaboration and shared decision-making in school improvement. They value input from all team members, creating an inclusive environment where everyone's voice is heard. Teachers under democratic leadership are expected to be communicative, adaptable, and team-oriented, contributing to a positive and participatory school culture. This style fosters a sense of ownership and responsibility among teachers, which can lead to innovative solutions and a more engaged staff. However, it may slow down decision-making processes and sometimes result in conflicts if consensus is hard to achieve. Ultimately, this approach builds a strong, united team that is committed to the school's goals.

Head teachers of the facilitative leadership style replied as:

"When assessing the suitability of a team, I focus on their ability to collaborate effectively and facilitate student-centered learning. I prioritize teachers who can guide and support both students and colleagues in achieving their goals. Essential competencies include strong facilitation skills, the ability to foster a positive learning environment, and a commitment to continuous improvement. These teachers should also be skilled in problem-solving and adaptable to changing educational needs."

" I determine team suitability by evaluating their capacity to empower students and colleagues through effective facilitation and guidance. Teachers who can act as facilitators of learning and encourage student autonomy are key to school improvement. Essential competencies include the ability to create engaging and inclusive learning experiences, strong interpersonal skills, and a deep understanding of student needs. Additionally, these teachers should be innovative and proactive in implementing new teaching methods."

Facilitative leaders focus on empowering both teachers and students, creating a supportive environment where everyone is encouraged to take an active role in the learning process. They value teachers who are skilled in guiding and supporting others, fostering a culture of collaboration and continuous improvement. This leadership style emphasizes the importance of creating engaging and inclusive learning experiences, where students are at the center of the educational process. Teachers under this leadership are expected to be adaptable, innovative, and skilled in problem-solving. While this approach can lead to high levels of student engagement and teacher satisfaction, it requires a strong foundation of trust and communication. Ultimately, facilitative leadership cultivates a nurturing environment where everyone is encouraged to grow and excel.

Situational Style of school heads responded as:

"I identify the suitability of a team based on their ability to adapt to varying circumstances and challenges in the school environment. Teachers who can shift their approach depending on the needs of their students and the school are crucial. Essential competencies include flexibility, problem-solving abilities, and a strong understanding of diverse teaching strategies. These teachers must also be resilient and capable of handling both high-pressure situations and routine tasks effectively."

" In determining team suitability, I assess how well teachers can adjust their methods and strategies to meet the unique demands of different situations. I look for teachers who are versatile, able to take on different roles, and responsive to the changing needs of the school. Essential competencies include adaptability, situational awareness, and the ability to make quick, informed decisions. Additionally, these teachers should be proactive in anticipating challenges and finding creative solutions."

Situational leaders recognize the importance of adaptability and responsiveness in

school improvement. They value teachers who can adjust their teaching methods and strategies to meet the changing needs of students and the school. This leadership style emphasizes flexibility, problem-solving, and situational awareness, ensuring that the school can effectively navigate various challenges. Teachers under situational leadership are expected to be versatile and capable of handling a range of tasks and responsibilities. While this approach can lead to dynamic and responsive school management, it requires a high level of competence and confidence from teachers. Ultimately, situational leadership fosters a resilient and adaptable school environment, where both teachers and students can thrive in the face of change.

4.2.3.2 Theme 7: Leadership Support and Accountability

The second theme under the aspect Staff Enrichment reflects the leadership support and accountability in a school improvement process.

School heads belonging to authoritative leadership style mention that:

" To maintain a balanced approach between support and accountability, I rely on clear and strict policies that set expectations for all staff. Regular performance evaluations and direct feedback sessions ensure that teachers know where they stand and what is expected of them. I provide support through structured professional development, but I hold everyone accountable by consistently enforcing consequences for underperformance."

" I use a combination of regular monitoring and strict adherence to school policies to maintain balance. By setting clear goals and standards, I ensure that teachers understand their responsibilities. Support comes in the form of targeted training sessions, while accountability is maintained through frequent checks and firm corrective measures when necessary."

Authoritative leaders maintain balance through clear expectations, strict policies, and consistent enforcement of standards. They ensure that support is provided in a structured manner, often through professional development and direct feedback. Accountability is emphasized through regular evaluations and the enforcement of consequences for underperformance. This approach creates a disciplined and controlled environment where teachers understand their roles and responsibilities. While this style may be effective in ensuring compliance and high performance, it can also lead to a more rigid atmosphere that may stifle creativity. However, for schools that require strong guidance and structure, this approach can lead to significant improvements in performance.

Responses of the principals belonging to democratic style of leadership are as follows:

"To balance support and accountability, I use collaborative processes like team meetings and feedback sessions where all voices are heard. We set collective goals and establish mutual accountability through shared decision-making. Support is offered through peer mentoring and cooperative professional development initiatives. Accountability is maintained by regularly reviewing progress and making adjustments based on group feedback."

" I maintain balance by fostering a culture of shared responsibility, where everyone has a role in supporting each other and ensuring accountability. Regular team discussions and open forums allow for transparent communication about expectations and challenges. Support is provided through collaborative problem-solving and shared resources, while accountability is upheld by collectively reviewing outcomes and holding each other to agreed-upon standards."

Democratic leaders achieve balance through collaboration, shared decision-making, and mutual accountability. They emphasize the importance of transparent communication

and collective goal-setting, ensuring that everyone is involved in the process. Support is provided through peer mentoring and cooperative efforts, creating a strong sense of community and shared responsibility. Accountability is maintained by regularly reviewing progress and making adjustments as a team, fostering a culture where everyone is responsible for the school's success. While this approach can lead to a more inclusive and engaged staff, it may also slow down decision-making processes. However, the sense of ownership and mutual support it creates can lead to sustainable, long-term improvements in the school environment.

Head teachers of the facilitative leadership style narrated that:

"I maintain a balance between support and accountability by acting as a guide and resource for my teachers, providing them with the tools they need to succeed. I use regular coaching sessions and peer reviews to offer support while keeping accountability high through clearly defined performance metrics. Teachers are encouraged to reflect on their practice and take ownership of their professional growth. "

"My approach to balancing support and accountability involves creating a supportive environment where teachers feel empowered to take risks and innovate. I use facilitative techniques such as reflective practices, collaborative goal-setting, and ongoing professional dialogue to support teachers. Accountability is maintained by aligning individual goals with the school's vision and regularly reviewing progress through reflective feedback sessions."

Facilitative leaders focus on creating an environment where support and accountability are intertwined through guidance, empowerment, and reflective practices. They provide personalized support through coaching, peer reviews, and collaborative goal-setting, encouraging teachers to take ownership of their professional development. Accountability

is maintained by aligning individual and school goals and through regular reflective feedback. This approach fosters a dynamic and growth-oriented environment where teachers feel supported and are encouraged to innovate. While it requires a high level of engagement and self-motivation from teachers, it can lead to significant professional growth and a more innovative school culture. Overall, facilitative leadership creates a balance where support is seamlessly integrated with accountability, leading to continuous improvement.

Situational Style of school heads responded as:

" I maintain balance by adjusting my level of support and accountability based on the specific needs and readiness of each teacher. For those who require more guidance, I provide hands-on support, while for more experienced teachers, I focus on setting clear expectations and outcomes. I use a flexible approach, offering different levels of support and holding teachers accountable through tailored performance reviews."

"My approach to balancing support and accountability is to assess each situation individually and apply the appropriate leadership style. When teachers are facing challenges, I offer intensive support and guidance; however, in cases where teachers are performing well, I emphasize accountability through clear goals and minimal interference. Regular one-on-one meetings help me gauge when to increase support or shift focus towards accountability."

Situational leaders maintain balance by adapting their approach to the specific needs and circumstances of their teachers. They are flexible, offering varying levels of support and accountability based on the situation. This adaptability allows them to provide more hands-on guidance when needed and to shift towards greater accountability as teachers gain confidence and experience. Regular assessments and tailored feedback help ensure that

both support and accountability are appropriately managed. While this approach requires a deep understanding of each teacher's strengths and challenges, it can lead to a highly responsive and effective school environment. Ultimately, situational leadership creates a dynamic balance where the right level of support and accountability is applied at the right time, leading to improved performance and teacher satisfaction.

4.2.3.3   Theme 8: Succession Planning and Sustainability

School heads belonging to authoritative leadership style mention that:

"The mechanism for developing succession planning in my school involves identifying top-performing teachers early and grooming them for leadership roles. I set clear criteria for advancement and provide rigorous training programs focused on leadership skills and school policies. Regular evaluations ensure that only the most capable individuals move up the ranks. Sustainability is ensured by maintaining a pipeline of qualified candidates ready to step into leadership positions when needed."

"Succession planning is initiated by closely monitoring teachers' performance and selecting those who demonstrate leadership potential. I then provide targeted mentorship and professional development to prepare them for future leadership roles. Clear, structured pathways for advancement are established, with frequent assessments to ensure readiness."

Authoritative leaders approach succession planning with a focus on control, structure, and rigorous selection processes. They identify high-potential teachers early and provide them with clear pathways and intensive training to prepare for leadership roles. Regular evaluations and a structured advancement process ensure that only the most capable individuals are promoted. This method creates a well-prepared and disciplined leadership

team, ready to take over when needed. Sustainability is ensured through a constant focus on maintaining a pipeline of qualified leaders, minimizing gaps in leadership. While this approach is effective in creating a strong leadership structure, it may limit opportunities for those who do not fit the strict criteria or who prefer a less structured development process.

Responses of the principals belonging to democratic style of leadership are as follows:

"In my school, succession planning is a collaborative process where input from all staff is valued. We identify potential leaders through open discussions and peer recommendations, ensuring that the selection process is inclusive. Leadership development is a shared responsibility, with opportunities for mentorship and skill-building provided to all interested teachers. Sustainability is achieved by fostering a culture of shared leadership, where everyone is encouraged to develop their leadership potential."

"Our succession planning mechanism relies on collective decision-making, with leadership potential identified through team input and consensus. We offer professional development opportunities that are accessible to all, allowing teachers to self-select into leadership pathways. Regular feedback sessions ensure that the development process is aligned with the needs of both the individual and the school. Sustainability is built into the system by promoting a culture of continuous learning and shared leadership, ensuring that leadership capacity is distributed throughout the school."

Democratic leaders view succession planning as a collaborative and inclusive process, emphasizing shared leadership and collective decision-making. They involve staff in identifying potential leaders and ensure that opportunities for leadership development are available to all. This approach fosters a culture where leadership is seen as a shared responsibility, with everyone encouraged to develop their potential. Sustainability is ensured by embedding leadership development into the school's culture, creating a broad

base of potential leaders. While this approach can lead to a more engaged and motivated staff, it may also result in slower decision-making and a less defined leadership structure. However, the inclusiveness and shared responsibility it promotes can lead to a more resilient and adaptive school environment.

Head teachers of the facilitative leadership style narrated that:

"Succession planning in my school involves guiding teachers through personalized leadership development plans based on their strengths and interests. I facilitate opportunities for them to lead projects and initiatives, providing support and feedback along the way. Sustainability is ensured by creating a culture of continuous professional growth, where leadership development is integrated into everyday practice."

"I approach succession planning by identifying teachers who show initiative and a passion for leadership, then providing them with opportunities to lead within the school. I act as a facilitator, connecting them with mentors and resources to help them develop their skills. Sustainability is ensured by embedding leadership development into the fabric of the school, making it a continuous and evolving process."

Facilitative leaders approach succession planning by focusing on individualized development plans and empowering teachers to grow into leadership roles at their own pace. They provide opportunities for teachers to lead, offering support and resources tailored to their needs. This leadership style emphasizes mentorship, feedback, and continuous professional growth, ensuring that leadership development is an ongoing process. Sustainability is achieved by creating a culture where leadership development is part of everyday practice, making it a natural progression for teachers. While this approach can lead to highly motivated and self-directed leaders, it requires a strong foundation of support and trust. Ultimately, facilitative leadership fosters a dynamic and evolving leadership pipeline, where teachers are continuously

nurtured and developed.

Situational Style of school heads responded as:

"My approach to succession planning is flexible, adapting to the needs and readiness of each teacher. I assess individual strengths and provide tailored leadership development opportunities, adjusting the level of support as needed. Teachers are given leadership roles based on their readiness, with ongoing evaluation to ensure they are prepared for the next level. Sustainability is ensured by continuously adapting the succession plan to meet the evolving needs of the school and its staff."

" Succession planning in my school is driven by the unique circumstances of each teacher's development. I provide varying levels of mentorship and leadership opportunities depending on their current skills and potential. The process is dynamic, with regular reassessment to ensure that the right people are prepared to step into leadership roles when needed. Sustainability is maintained by keeping the succession plan flexible, allowing for adjustments based on changing conditions and individual progress."

Situational leaders take a flexible and adaptive approach to succession planning, tailoring leadership development to the specific needs and readiness of each teacher. They provide varying levels of support and opportunities based on individual strengths and circumstances, ensuring that teachers are developed at a pace that suits them. This adaptability allows for a dynamic and responsive succession plan, where leadership development is continuously adjusted to meet the needs of the school. Sustainability is achieved by maintaining a flexible and evolving succession plan, ensuring that the school can quickly adapt to changes in leadership needs. While this approach allows for highly customized development, it requires careful monitoring and frequent adjustments to be effective. Ultimately, situational leadership ensures that the succession planning process is both

responsive and sustainable, capable of meeting the challenges of a constantly changing educational environment.

4.2.3.4 Theme 9: Team Management

School heads belonging to authoritative leadership style mention that:

"I identify suitable candidates by setting strict criteria focused on experience, subject expertise, and a track record of success in previous roles. The hiring process is highly structured, with multiple rounds of rigorous interviews and assessments to ensure candidates meet our high standards. I personally oversee the final selection to ensure alignment with the school's goals and values. Effective management involves clear expectations from the outset and close monitoring during the probation period to ensure they perform as expected."

"My approach to hiring is to establish clear, non-negotiable requirements that candidates must meet, such as certifications, experience, and a demonstrated commitment to discipline and excellence. The selection process is meticulous, involving detailed background checks, multiple interviews, and practical demonstrations of teaching ability. I ensure that new hires understand the school's vision and are prepared to meet its high standards. Management of the new team involves regular evaluations and immediate intervention if standards are not being met."

Authoritative leaders prioritize control, precision, and alignment with the school's vision in the hiring process. They establish strict criteria for selection and personally oversee the final stages to ensure that only the most qualified and disciplined candidates are hired. This approach ensures that new team members are highly capable and aligned with the school's goals from the start. Regular evaluations and close monitoring of performance help to maintain

high standards. While this style is effective in maintaining order and consistency, it may limit the diversity of thought and creativity within the team. However, for schools that require strong leadership and clear direction, this approach can lead to significant improvements in overall performance.

Responses of the principals belonging to democratic style of leadership are as follows:

"In identifying suitable candidates, I involve the entire hiring committee, ensuring that input from various stakeholders is considered. We look for teachers who not only have the required qualifications but also demonstrate a commitment to collaboration and shared decision-making. The hiring process includes group interviews and peer evaluations to assess how well candidates will fit into our team-oriented culture. Effective management involves continuous dialogue and collective goal-setting with new hires to ensure they are supported and integrated into the team."

"I rely on a collaborative hiring process, where teachers and other staff members are involved in screening and interviewing candidates. We prioritize candidates who value teamwork and have a proven ability to work well with others. The process includes panel interviews and situational questions that reveal how candidates handle group dynamics. Once hired, we manage the new team by fostering a collaborative environment where everyone's input is valued and where new teachers are mentored by their peers."

Democratic leaders emphasize collaboration and inclusivity in the hiring process, ensuring that multiple perspectives are considered when selecting new team members. They seek candidates who are not only qualified but also aligned with the school's culture of shared decision-making and teamwork. This approach fosters a sense of ownership and responsibility among all staff members, as they are actively involved in the hiring process. Effective management of the new team involves ongoing dialogue, collective goal-setting, and peer

mentorship, creating a supportive environment where new hires can thrive. While this style encourages collaboration and shared leadership, it may slow down the hiring process and sometimes result in compromises. However, the strong sense of community and mutual support it fosters can lead to a more cohesive and effective team.

Head teachers of the facilitative leadership style narrated that:

"I identify suitable candidates by focusing on their potential to grow and their ability to facilitate student-centered learning. The hiring process involves assessing candidates' ability to engage students and collaborate with colleagues through practical demonstrations and interviews. I provide guidance and support throughout the hiring process, ensuring that candidates feel comfortable and can showcase their best qualities. Effective management involves continuous support, mentoring, and providing opportunities for professional growth to help new hires reach their full potential."

"My approach to hiring focuses on finding candidates who are innovative and capable of facilitating a positive learning environment. The process includes observing candidates in simulated teaching scenarios and assessing their ability to inspire and motivate students. I emphasize a supportive and nurturing atmosphere during the hiring process, allowing candidates to demonstrate their strengths. Once hired, I manage the team by offering ongoing support and creating opportunities for collaboration and professional development."

Facilitative leaders focus on the potential and growth of candidates during the hiring process, looking for individuals who can contribute to a positive and student-centered learning environment. They emphasize support, guidance, and the ability to engage students and colleagues effectively. The hiring process is designed to assess candidates' strengths in practical scenarios, ensuring that they can thrive in a collaborative and innovative

environment. Management of the new team involves continuous mentoring, support, and opportunities for professional development, helping new hires to grow and succeed. While this approach fosters a supportive and growth-oriented environment, it requires a strong commitment to providing ongoing resources and support. Ultimately, facilitative leadership creates a nurturing environment where teachers are encouraged to innovate and grow, leading to sustained improvement in the school's performance.

Situational Style of school heads responded as:

" I identify suitable candidates by assessing their ability to adapt to various teaching environments and challenges. The hiring process is flexible, with different stages tailored to evaluate candidates' strengths and how they respond to different scenarios. Depending on the needs of the school at the time, I may prioritize certain skills or experiences over others. Effective management involves regularly reassessing the team's needs and providing tailored support to help new hires succeed in their specific roles."

"My approach to hiring is to match candidates with the specific needs of the school at the time, whether that's subject expertise, leadership potential, or the ability to innovate. The selection process is adaptive, focusing on how well candidates can handle the specific challenges they will face in our school. I adjust the hiring criteria based on current priorities, ensuring that we bring in the right talent for the moment. Management of the new team is dynamic, with support and expectations tailored to the evolving needs of the school and the individual teacher's role."

Situational leaders approach hiring with flexibility and adaptability, focusing on the specific needs of the school at any given time. They assess candidates' ability to handle various scenarios and prioritize different skills or experiences based on current priorities. The hiring process is dynamic, with criteria and assessments adjusted to match the evolving

needs of the school. Effective management of the new team involves continuous reassessment and tailored support, ensuring that each team member is positioned to succeed in their specific role. While this approach allows for a highly responsive and adaptable hiring process, it requires careful monitoring and frequent adjustments to be effective. Ultimately, situational leadership ensures that the school's team is always aligned with its current needs and goals, leading to a more responsive and effective school improvement process.

4.2.3.5 Theme 10: Teacher Placement

School heads belonging to authoritative leadership style mention that:

"The placement of teachers is determined by a thorough assessment of their qualifications, experience, and the needs of the school. I personally make the final decision, ensuring that teachers are placed in positions where they can have the most impact on student outcomes. Teachers are expected to adapt quickly to their assigned roles, and I closely monitor their performance to ensure they meet our standards. Adjustments are made only if absolutely necessary and are based on performance reviews."

"I place teachers based on their demonstrated strengths and the specific requirements of each subject area. This is done through a detailed analysis of their past performance and alignment with the school's strategic goals. Placements are non-negotiable, and teachers are expected to adhere to the responsibilities assigned to them. Continuous oversight ensures that their placement contributes effectively to school improvement."

Authoritative leaders approach teacher placement with a focus on control, alignment with strategic goals, and maximizing impact. They make placement decisions based on a thorough evaluation of teachers' strengths, qualifications, and the specific needs of the school.

By personally overseeing the placement process, they ensure that teachers are in positions where they can contribute most effectively to student achievement. This approach requires teachers to quickly adapt to their roles and meet high expectations, with limited flexibility for changes. While this method ensures consistency and alignment with school improvement goals, it may not account for individual teacher preferences or evolving classroom dynamics. However, for schools that require a strong, directive approach to improvement, this method can be highly effective in driving performance.

Responses of the principals belonging to democratic style of leadership are as follows:

"The placement of teachers is a collaborative process involving input from department heads and the teachers themselves. We discuss their strengths, interests, and professional goals to align their placement with both their skills and the needs of the school. Teachers are encouraged to provide feedback on their placement and suggest areas where they feel they can contribute most effectively."

"I involve teachers in the placement process by holding meetings where we discuss their preferences and how they align with the school's goals. Department heads and peers also contribute to the discussion, ensuring that placements are balanced and beneficial for the entire school. The goal is to create a sense of ownership and motivation in their roles."

Democratic leaders view teacher placement as a collaborative process that involves multiple stakeholders, including the teachers themselves. They emphasize alignment between individual strengths, preferences, and the school's strategic goals, fostering a sense of ownership and motivation among staff. By involving department heads and peers in the decision-making process, they ensure that placements are balanced and beneficial for the entire school. This approach allows for flexibility, with adjustments made based on feedback and performance. While it may take more time and involve more negotiation, it creates a positive

and engaged work environment where teachers feel valued and supported. Ultimately, democratic leadership in teacher placement fosters a strong sense of community and alignment, contributing to sustainable school improvement.

Head teachers of the facilitative leadership style narrated that:

" Teacher placement in my school is guided by identifying where teachers can best facilitate student learning and growth. I focus on their strengths and how they can be maximized in specific roles, using a process of reflection and dialogue with the teachers themselves. I provide ongoing support to ensure that they are successful in their placements and can effectively contribute to school improvement. Adjustments are made as needed, with a focus on continuous development and alignment with the school's goals."

"I facilitate the placement of teachers by creating a supportive environment where they can thrive in roles that match their skills and passions. Through one-on-one discussions, we explore how their strengths can best serve the students and the school's objectives. If a placement isn't working, we collaboratively reassess and make changes to better align with school improvement goals."

Facilitative leaders approach teacher placement with a focus on maximizing individual strengths and supporting continuous professional growth. They engage in reflective dialogue with teachers to identify roles where they can best facilitate student learning and contribute to school improvement. This process is flexible, with adjustments made as needed to ensure that placements remain aligned with the school's evolving goals. By providing ongoing support, resources, and mentorship, facilitative leaders create an environment where teachers can thrive in their roles. This approach fosters a culture of continuous development and alignment with the school's objectives. While it requires a strong commitment to individual support and flexibility, it leads to a dynamic and adaptive school environment where teachers are

empowered to make a meaningful impact.

Situational Style of school heads responded as:

"I place teachers based on their current skills, experience, and the immediate needs of the school, adapting the placement process as circumstances change. The decision-making process is flexible, with adjustments made according to the evolving demands of the school and the professional growth of the teachers. I regularly reassess placements to ensure they remain effective and aligned with school improvement goals."

" My approach to teacher placement is highly adaptable, focusing on matching teachers' current capabilities with the specific needs of the school at any given time. I make placement decisions that are tailored to the unique challenges and opportunities within the school, allowing for flexibility in role assignments. Regular reviews help to assess whether the placement is effective, and I'm prepared to make changes if necessary to maintain alignment with school improvement objectives."

Situational leaders approach teacher placement with flexibility and adaptability, focusing on matching teachers' skills and experience with the immediate needs of the school. They make placement decisions that are responsive to changing circumstances, ensuring that teachers are positioned where they can be most effective. Regular reassessment and a willingness to make adjustments help maintain alignment with school improvement goals. This approach allows for a dynamic placement process that adapts to the evolving needs of the school and its staff. While it requires careful monitoring and frequent adjustments, it ensures that teachers are always in roles where they can contribute most effectively. Ultimately, situational leadership in teacher placement creates a responsive and adaptive environment, supporting ongoing school improvement.

4.2.4   School Improvement Factor-III: Instructional Transformation

4.2.4.1   Theme 11: Monitoring Student Progress

The first theme under the aspect Teaching and Leering reflects the importance of monitoring student progress by school leaders within school improvement process.

Responses of the principals belonging to authoritative leadership style are as follows:

"We have a centralized system where student progress is tracked through regular standardized tests and assessments. Teachers are required to submit weekly reports on student performance, which I personally review to ensure alignment with our academic goals. If a student is not meeting expectations, immediate interventions are put in place, including mandatory tutoring sessions. The entire process is tightly controlled to ensure consistent progress across all grade levels."

"The process for tracking student progress involves frequent testing and strict adherence to a predefined curriculum. Teachers follow a rigid schedule for assessments, and I review the results to ensure they meet our high standards. Students who are underperforming are identified quickly, and I implement a structured plan for improvement, including additional classes or parental involvement. Regular updates are mandatory, and deviations from the plan are not tolerated."

Authoritative leaders use highly structured and centralized systems to track and guide student progress. They rely on frequent assessments and strict monitoring to ensure that academic goals are met consistently. Interventions are swift and strictly enforced, with little room for flexibility or deviation from the established plan. While this approach ensures uniformity and control, it may not cater to individual student needs or allow for creative teaching methods. However, it is effective in maintaining high standards and ensuring that

all students meet the expected benchmarks.

School heads belonging to democratic style of leadership mention that:

"Our process for guiding and tracking student progress involves regular input from teachers, students, and parents. We use a combination of assessments, student portfolios, and self-reflection exercises to monitor growth. Teachers collaborate to set individualized goals for students, and progress is tracked through ongoing discussions and shared data."

"We have a collaborative structure where student progress is monitored through a mix of formal assessments and informal feedback from teachers, students, and parents. Progress is discussed in regular meetings where teachers share insights and strategies for helping students succeed. Students are encouraged to take ownership of their learning by setting personal goals and reflecting on their progress."

Democratic leaders emphasize collaboration and inclusivity in tracking and guiding student progress. They involve multiple stakeholders in the process, ensuring that teachers, students, and parents all contribute to setting goals and monitoring growth. This approach fosters a strong sense of ownership and engagement among students, encouraging them to take an active role in their learning. While this method may be more time-consuming and require greater coordination, it creates a supportive environment that is conducive to long-term student success.

Head teachers of the facilitative leadership style replied as:

"The process of tracking student progress in my school focuses on individualized learning plans that cater to each student's strengths and needs. Teachers use a variety of assessments, both formal and informal, to gauge progress, and I support them by providing resources and guidance. Regular feedback sessions are held with students to help them

understand their progress and identify areas for improvement. This approach ensures that each student receives the support they need to succeed."

"I guide student progress through a system of personalized learning, where each student has a tailored plan that aligns with their learning style and goals. Teachers are empowered to use creative and flexible methods to assess progress, and I facilitate this by providing ongoing professional development. Students are regularly involved in reviewing their progress and setting new goals with the support of their teachers. This structure encourages continuous growth and development, adapting to the needs of each student."

Facilitative leaders focus on personalized and student-centered approaches to tracking and guiding progress. They emphasize individualized learning plans and flexible assessment methods that cater to each student's unique needs and strengths. By providing ongoing support and resources to teachers, they ensure that students receive the necessary guidance to achieve their goals. While this approach requires a high level of commitment and adaptability, it fosters an environment of continuous growth and development that is responsive to each student's needs.

Situational Style of school heads responded as:

" Our method for tracking student progress is adaptable, changing based on the needs of the students and the demands of the curriculum. I assess the current situation and adjust the assessment tools and frequency accordingly, ensuring that we always have the most accurate picture of student performance. Teachers are encouraged to use a variety of methods, from traditional tests to project-based assessments, depending on what suits the situation best."

"I implement a flexible system for tracking student progress that allows us to adapt to

different teaching environments and student needs. Depending on the circumstances, we might use a mix of continuous assessments, peer reviews, and self-evaluations to monitor student growth. The key is to remain responsive and make adjustments when necessary, ensuring that our methods always align with the current educational context."

Situational leaders approach the process of tracking and guiding student progress with flexibility and adaptability. They adjust assessment methods and strategies based on the current needs of the students and the educational context, ensuring that their approach is always relevant and effective. By remaining responsive and open to change, they can quickly address any issues and implement new strategies as needed. While this approach requires constant monitoring and adaptability, it ensures that student progress is always guided by the most appropriate and effective methods available.

4.2.4.2   Theme 12: Overcoming Learning Barriers

The second theme under the aspect Instructional Transformation reflects the overcoming learning barriers in a school improvement process.

School heads belonging to authoritative leadership style mention that:

"A major barrier to student learning is a lack of discipline and focus in the classroom. I enforce strict behavioral standards and ensure that all students adhere to the rules, which creates an environment conducive to learning. At the systemic level, I mandate rigorous teacher training programs to maintain high teaching standards. Parents are also held accountable, with mandatory meetings if their child's behavior or performance falls short."

"Insufficient resources and unmotivated teachers are significant barriers to student learning. I address this by ensuring that the school is fully equipped with the necessary materials and by holding teachers to high performance standards through regular

evaluations. At the district level, I push for policies that increase funding and resources for schools. I also enforce a zero-tolerance policy for poor performance among staff and students alike."

Authoritative leaders tackle barriers to student learning by enforcing strict discipline, maintaining high standards, and ensuring that resources are adequately provided. They focus on creating a controlled and orderly environment where learning can take place without disruption. By holding both teachers and students to rigorous standards, they ensure that barriers are swiftly identified and removed. While this approach may be effective in maintaining high academic performance, it may also limit flexibility and responsiveness to individual student needs.

Responses of the principals belonging to democratic style of leadership are as follows:

" One significant barrier to student learning is a lack of engagement and motivation. To address this, I involve students, teachers, and parents in creating a curriculum that is both challenging and interesting. We work together to identify and remove obstacles, such as outdated materials or irrelevant content. I advocate for policies that support diverse learning styles and encourage student participation."

"Barriers such as social-emotional issues and lack of parental involvement can greatly impact student learning. I work closely with teachers and parents to create a supportive learning environment that addresses these non-academic barriers. We implement school-wide initiatives that promote mental health and well-being. At the systemic level, I push for more funding for counseling services and family engagement programs."

Democratic leaders address barriers to student learning by involving all stakeholders in the process of identifying and removing obstacles. They focus on creating an engaging and

supportive learning environment that takes into account the diverse needs of students. By promoting collaboration and shared responsibility, they ensure that barriers are addressed comprehensively and effectively. While this approach fosters a strong sense of community and shared purpose, it may require more time and coordination to implement.

Head teachers of the facilitative leadership style narrated that:

" Barriers such as varying learning paces and styles among students can hinder progress. I focus on personalized learning strategies that cater to individual student needs, helping each student overcome their unique challenges. Teachers are encouraged to use differentiated instruction and formative assessments to identify and address barriers. At the district level, I advocate for professional development that equips teachers with the skills to implement personalized learning."

"A significant barrier to student learning is the lack of access to up-to-date technology and resources. I facilitate the acquisition of necessary tools and ensure that teachers are trained to use them effectively in the classroom. This helps remove barriers related to outdated teaching methods and materials."

Facilitative leaders address barriers to student learning by focusing on personalized instruction and providing the necessary resources and support. They empower teachers to identify and remove barriers through flexible teaching methods and the effective use of technology. By advocating for professional development and resource allocation at the district level, they ensure that teachers are equipped to meet the diverse needs of their students. This approach fosters a responsive and adaptive learning environment, though it requires significant investment in both time and resources.

Situational Style of school heads responded as:

" Barriers to student learning, such as language barriers or learning disabilities, require adaptive strategies. I assess each situation individually and work with teachers to implement the most effective interventions, whether that's additional support staff, specialized programs, or alternative teaching methods. The approach is always tailored to the current needs of the students. At the district level, I advocate for flexible policies that allow schools to adapt resources and strategies as needed."

"Economic disadvantages and lack of access to basic needs can severely hinder student learning. I take a situational approach by partnering with local organizations to provide resources like free meals, uniforms, and school supplies to students in need. This helps remove non-academic barriers that prevent students from focusing on their studies. I also push for district policies that allocate funds to schools with higher needs, allowing for targeted interventions."

Situational leaders address barriers to student learning by adapting their strategies to the specific needs and circumstances of their students. They focus on flexibility and responsiveness, tailoring interventions to address both academic and non-academic barriers as they arise. By advocating for policies that allow for adaptive resource allocation, they ensure that schools can effectively meet the diverse needs of their students. While this approach is highly effective in addressing immediate challenges, it requires constant monitoring and the ability to quickly implement new strategies as situations evolve.

4.2.4.3   Theme 13: Progress Tracking

School heads belonging to authoritative leadership style mention that:

"Teachers are required to follow a strict curriculum with clear benchmarks for each student's progress. They use standardized tests and frequent quizzes to monitor student

performance closely. I mandate regular reports that are submitted to me for review, ensuring that every student is meeting the set standards. Additionally, I implement a rigid system of parent-teacher conferences to discuss student progress."

"Teachers guide student progress by adhering to a structured plan that I provide, which includes specific learning goals and deadlines. They are expected to use a centralized grading system to track and report progress, allowing me to oversee the academic development of each student. I enforce strict guidelines on the use of data analytics tools to ensure precise monitoring of student performance. This system ensures that all students are held to the same high standards."

Authoritative leaders focus on strict adherence to curriculum standards and rigorous tracking of student progress. They implement centralized systems and tools that provide clear benchmarks and consistent monitoring. By enforcing structured guidelines and regular reporting, they ensure that all students are meeting the expected academic standards. While this approach guarantees uniformity and accountability, it may limit flexibility in addressing individual student needs.

Responses of the principals belonging to democratic style of leadership are as follows:

"Teachers collaborate with students to set personalized learning goals, which helps in guiding their progress. They use a combination of formative assessments, student self-reflections, and peer feedback to track growth. I encourage teachers to involve parents in the process, creating a supportive network around each student. We use shared digital platforms where both teachers and students can monitor and discuss progress."

"Teachers are empowered to use a variety of assessment tools to track student progress, including project-based assessments, peer evaluations, and student-led

conferences. I support a system where teachers regularly meet to discuss student progress and adjust teaching strategies collaboratively. Students are encouraged to take an active role in tracking their own learning through digital portfolios. This approach ensures that progress is monitored in a holistic and inclusive manner."

Democratic leaders emphasize collaboration and shared responsibility in guiding and tracking student progress. They support the use of diverse assessment tools and encourage active participation from students, parents, and teachers. This approach fosters a strong sense of ownership and engagement among all stakeholders, creating a supportive learning environment. While it promotes inclusivity and personalized learning, it may require more time and coordination to implement effectively.

Head teachers of the facilitative leadership style narrated that:

"Teachers are given the flexibility to tailor their assessment methods to the unique needs of each student, using tools like personalized learning plans and adaptive learning technologies. They track progress through ongoing, formative assessments and regular check-ins with students. I provide resources and professional development to help teachers effectively guide student progress. We also use a combination of digital tools and face-to-face interactions to monitor and support student learning."

"Teachers guide student progress by using differentiated instruction techniques and real-time data to adjust their teaching strategies. I facilitate this process by ensuring they have access to the latest educational technologies and support systems. Progress is tracked through a mix of individualized assessments and interactive digital tools that provide instant feedback."

Facilitative leaders support a flexible and adaptive approach to guiding and tracking

student progress. They provide teachers with the tools and resources needed to implement personalized learning strategies effectively. By emphasizing continuous monitoring and real-time feedback, they ensure that each student's progress is closely aligned with their individual learning needs. This approach fosters a responsive and supportive learning environment, though it requires ongoing investment in technology and teacher development.

Situational Style of school heads responded as:

"Teachers use different strategies to guide and track student progress, depending on the specific needs and circumstances of the class. For students who need more structure, traditional assessments and strict monitoring may be used. For others, more creative and flexible approaches, like project-based learning and peer assessments, might be more effective. I adjust the tools and systems in place based on the current challenges, ensuring that the methods are always aligned with the situation."

"The approach to guiding and tracking progress varies depending on the students' needs at any given time. Teachers might use a mix of digital tools, personalized assessments, and hands-on activities to keep track of student growth. I support teachers by providing them with the flexibility to adapt their methods as needed and by ensuring that they have access to various resources."

Situational leaders emphasize adaptability and responsiveness in guiding and tracking student progress. They recognize that different students and situations require different strategies, and they support teachers in using a variety of methods and tools. By providing flexibility and access to diverse resources, they ensure that the approach to tracking progress is always aligned with the current needs of the students. This approach is highly effective in addressing varying student needs but requires constant evaluation and adjustment of strategies.

4.2.4.4   Theme 14: Remedial Interventions

School heads belonging to authoritative leadership style mention that:

" When students fall behind, they are immediately enrolled in mandatory after-school tutoring sessions. I closely monitor their progress, and if necessary, they receive additional assignments to ensure they catch up quickly. Teachers are required to submit weekly reports on these students, and any lack of improvement leads to further disciplinary measures. This strict approach ensures that students understand the importance of staying on track academically."

"Students who are not meeting academic standards are placed in a structured intervention program, which includes daily check-ins with teachers and additional homework assignments. I oversee the entire process to ensure that no student slips through the cracks. If improvement is not seen within a specified period, I involve parents and enforce a more intensive study schedule. The focus is on swift, decisive action to get students back on track. "

Authoritative leaders implement structured and rigorous interventions to ensure students catch up when they fall behind. They emphasize immediate action, close monitoring, and strict accountability, ensuring that academic standards are maintained. By enforcing mandatory support measures and involving parents when necessary, they create a controlled environment that prioritizes academic recovery. While effective in maintaining discipline and focus, this approach may be rigid and might not address the underlying issues causing students to fall behind.

Responses of the principals belonging to democratic style of leadership are as follows:

"When students start to fall behind, we hold collaborative meetings with teachers,

parents, and the students themselves to develop a personalized support plan. Interventions might include peer tutoring, small group instruction, and modifications to the curriculum. The student's progress is regularly reviewed by all stakeholders, and adjustments are made as needed."

"Our approach to intervention is based on collaboration and shared responsibility. Teachers identify students who are struggling and work with them to create tailored learning goals. Parents are actively involved, and we offer resources such as tutoring, counseling, and extracurricular activities to support the student. Regular feedback loops ensure that the interventions are effective and that the student remains on a path to success."

Democratic leaders use a collaborative and inclusive approach to interventions, involving teachers, parents, and students in the process. They emphasize personalized support plans that cater to the individual needs of the student, ensuring that interventions are both effective and supportive. By fostering open communication and shared responsibility, they create a nurturing environment where students feel encouraged and empowered to improve. While this method promotes engagement and support, it may require more time and coordination to implement successfully.

Head teachers of the facilitative leadership style narrated that:

"For students who are falling behind, we use a range of personalized interventions such as tailored learning plans, one-on-one mentoring, and access to specialized resources. Teachers are empowered to use creative strategies to help these students, and I provide ongoing support through professional development. We also utilize technology to offer individualized learning experiences that can be accessed both in and out of the classroom."

"Our intervention strategies focus on adapting teaching methods to meet the specific needs of struggling students. This might involve differentiated instruction, project-based learning, or alternative assessments that better align with the student's strengths. I ensure that teachers have access to the necessary resources and training to implement these strategies effectively. Continuous monitoring and adjustments ensure that the interventions remain aligned with the student's progress."

Facilitative leaders prioritize personalized and adaptive interventions for students who are falling behind. They provide teachers with the tools and resources needed to implement creative and individualized support strategies. By focusing on tailored learning experiences and ongoing professional development, they ensure that each student receives the most effective support possible. This approach fosters a flexible and responsive learning environment, but it requires significant investment in resources and teacher training.

Situational Style of school heads responded as:

"The interventions we use depend on the specific circumstances and needs of the student. For some, targeted academic support like additional tutoring or modified assignments might be necessary, while others might benefit more from social-emotional support or mentoring. I assess the situation and work with teachers to implement the most appropriate intervention for each case."

"Our intervention strategies are highly adaptable, changing based on the root causes of the student's difficulties. If the issue is academic, we might use intensive tutoring and personalized learning plans. If the barrier is non-academic, such as a family issue or mental health challenge, we provide counseling or connect the student with external support services. The key is to remain flexible and responsive, ensuring that the intervention addresses the specific needs of the student."

Situational leaders employ flexible and responsive interventions, tailoring their approach to the specific needs and circumstances of each student. They recognize that different situations require different strategies, whether academic or non-academic, and they adjust their interventions accordingly. By remaining adaptable, they ensure that students receive the most relevant and effective support. While this approach is highly effective in addressing diverse challenges, it requires careful assessment and the ability to quickly implement and adjust strategies as needed.

4.2.45   Theme 15: Managing Gifted Students

School heads belonging to authoritative leadership style mention that:

"To challenge gifted students, I implement a rigorous curriculum with accelerated programs that push them beyond the standard grade level. These students are required to participate in advanced placement courses and are given additional assignments that demand higher-level thinking. I ensure that teachers maintain strict academic standards and consistently monitor these students' progress."

"I establish a clear pathway for gifted students, including honors classes and participation in competitive academic programs. I hold these students to higher expectations, requiring them to complete more complex projects and research work. Teachers are instructed to provide a more demanding curriculum and maintain a fast-paced learning environment."

Authoritative leaders challenge gifted students by setting high expectations and providing a structured, rigorous curriculum. They emphasize accelerated programs and advanced coursework, ensuring that these students are consistently engaged and challenged. By maintaining strict academic standards and closely monitoring progress, they create an

environment where gifted students are not allowed to become complacent. While this approach ensures academic rigor, it may lack flexibility in addressing individual interests and learning styles.

Responses of the principals belonging to democratic style of leadership are as follows:

"To better challenge gifted students, I encourage them to take on leadership roles in the classroom, such as leading group projects or mentoring their peers. We also work collaboratively with teachers, students, and parents to develop personalized learning plans that cater to each student's strengths and interests."

"I involve gifted students in the decision-making process regarding their education, allowing them to choose from a variety of challenging courses and extracurricular activities. We regularly meet with these students to discuss their progress and adjust their learning plans as needed. Teachers are encouraged to differentiate instruction and offer enrichment opportunities that align with students' interests."

Democratic leaders challenge gifted students by involving them in the planning and decision-making processes related to their education. They emphasize personalized learning plans, differentiated instruction, and opportunities for independent study, ensuring that these students are actively engaged and challenged. By fostering a collaborative environment, they allow gifted students to take ownership of their learning journey. While this approach promotes engagement and self-direction, it may require more coordination and communication among stakeholders.

Head teachers of the facilitative leadership style narrated that:

"I focus on providing teachers with the resources and training they need to implement advanced instructional strategies, such as differentiated instruction and inquiry-based

learning, to challenge gifted students. We use technology to offer advanced students access to online courses, virtual labs, and other digital resources that allow them to explore topics at their own pace. I also encourage partnerships with local universities or experts in various fields to offer mentorship and advanced study opportunities."

"I facilitate the creation of individualized learning paths for gifted students, ensuring that they have access to resources and opportunities that match their advanced abilities. Teachers are encouraged to use flexible grouping and tiered assignments to provide appropriate challenges. Additionally, we implement enrichment programs and special projects that allow these students to explore their interests in depth."

Facilitative leaders challenge gifted students by providing teachers with the resources and support needed to implement advanced and differentiated instructional strategies. They emphasize the use of technology, individualized learning paths, and partnerships with external experts to offer enriched learning experiences. By focusing on resource allocation and professional development, they ensure that gifted students are provided with the tools and opportunities to excel. While this approach fosters innovation and personalized learning, it requires significant investment in resources and ongoing teacher training.

Situational Style of school heads responded as:

"The approach to challenging gifted students varies based on their individual needs and the resources available at the time. For some, acceleration through grade levels or access to advanced placement courses might be the best option. For others, project-based learning, independent study, or mentorship programs might be more suitable."

"I take a flexible approach to challenging gifted students, adapting strategies based on their interests, strengths, and current academic performance. This might include offering

dual enrollment opportunities, organizing research projects, or allowing students to pursue advanced topics independently. Teachers are given the freedom to adjust their teaching methods and materials to meet the needs of these students."

Situational leaders challenge gifted students by adapting their strategies based on the students' individual needs and the resources available. They emphasize flexibility, offering a range of options such as acceleration, project-based learning, or mentorship, depending on what is most appropriate for the student at the time. By assessing each situation and providing tailored interventions, they ensure that gifted students remain engaged and challenged. While this approach is highly responsive and adaptable, it requires careful assessment and the ability to quickly implement and adjust strategies as needed.

4.2.5   School Improvement Factor-IV: Positive School Culture

4.2.5.1   Theme 16: Team Collaboration

The first theme under the aspect Positive School Culture reflects the importance of team collaboration by school leaders within school improvement process.

Responses of the principals belonging to authoritative leadership style are as follows:

"I set clear expectations for a culture that prioritizes effort, respect, and academic achievement, and I ensure that all staff members understand these goals. While I listen to my team's ideas, I make the final decisions and communicate them clearly to maintain consistency. I regularly monitor the implementation of these values and address any deviations swiftly."

"I provide my team with a clear framework for the school culture, and their ideas are considered within these defined parameters. Once ideas are evaluated, I decide which ones align with our objectives and implement them as part of a structured plan."

Authoritative leaders focus on creating a structured and consistent culture that reflects their vision of effort, respect, and academic achievement. While they may consider team input, they maintain strict control over the final decisions and implementation. By setting clear expectations and closely monitoring adherence, they ensure that the school culture aligns with their high standards. This approach ensures discipline and uniformity, though it may limit opportunities for collaborative innovation.

School heads belonging to democratic style of leadership mention that:

"I actively involve my team in discussions about how we can foster a culture that values effort, respect, and academic achievement. We hold regular brainstorming sessions where all ideas are encouraged and considered equally. Decisions are made collectively, ensuring that everyone feels their contributions are valued and that we build a shared vision for the school."

" I encourage open dialogue with my team, inviting them to share their ideas on how to enhance our school culture. We use a democratic process to vote on the best ideas, which are then implemented with everyone's support. This process not only values each team member's input but also fosters a sense of collective ownership of our school culture."

Democratic leaders create a school culture that values effort, respect, and academic achievement by actively involving their team in the decision-making process. They prioritize open dialogue and collaborative brainstorming, ensuring that ideas of every team member are heard and considered. By making decisions collectively, they foster a sense of ownership and shared responsibility for the school's cultural values. While this approach promotes inclusivity and collaboration, it may require more time to reach consensus and implement changes.

Head teachers of the facilitative leadership style replied as:

"I guide my team in identifying ways to promote a culture of effort, respect, and academic achievement by providing them with the tools and resources they need to develop their ideas. I facilitate workshops and discussions that allow staff members to share their insights and collaborate on initiatives. My role is to support their efforts and help refine their ideas into actionable plans."

" I focus on creating an environment where my team feels comfortable sharing their ideas on how to strengthen our school culture. I facilitate discussions and provide feedback, helping them refine their ideas into practical strategies. By offering guidance and resources, I ensure that their contributions are implemented effectively."

Facilitative leaders work to create a culture that values effort, respect, and academic achievement by empowering their team to take an active role in the process. They provide the necessary support, tools, and guidance to help staff members develop and implement their ideas effectively. By focusing on facilitation rather than direction, they encourage innovation and ownership within the team. While this approach fosters creativity and empowerment, it requires strong leadership to ensure that ideas are effectively translated into action.

Situational Style of school heads responded as:

"My approach to incorporating team ideas into our school culture varies depending on the team's current dynamics and the specific needs of the situation. When the team is highly motivated, I encourage them to lead initiatives that promote effort, respect, and academic achievement. In other circumstances, I may take a more directive role, providing clear guidance on how their ideas can be integrated into our existing culture."

"I adjust my leadership approach based on the readiness and expertise of my team when it comes to shaping our school culture. If the team is experienced and has strong ideas, I step back and let them take the lead, offering support as needed. When the team needs more direction, I guide them in developing their ideas and provide clear steps for implementation."

Situational leaders adapt their approach to incorporating team ideas into the school culture based on the specific needs and dynamics of the situation. They may choose to empower the team to lead initiatives or take a more directive role depending on the circumstances. This flexibility ensures that the most appropriate strategies are used to promote a culture of effort, respect, and academic achievement. While this approach allows for responsiveness and adaptability, it requires the leader to be highly attuned to the team's needs and capabilities at any given time.

4.2.5.2   Theme 17: Community Engagement

The second theme under the aspect Positive School Culture reflects the community engagement in a school improvement process.

School heads belonging to authoritative leadership style mention that:

"I set clear guidelines for parent and community involvement in the school culture and expect adherence to these standards. Parents and community members are invited to provide input through structured channels, such as surveys or formal meetings, but final decisions are made by the school leadership. I ensure that their contributions align with our established goals before being implemented."

"While I value the input of parents and the community, I ensure that their ideas are filtered through the school's core values and objectives. Feedback is collected during

scheduled forums, and I determine which suggestions align with our vision for effort, respect, and academic achievement. Once vetted, these ideas are integrated into the school's programs in a manner that supports our overarching goals."

Authoritative leaders include parents and the community by controlling the process through which their ideas are gathered and integrated. They prioritize the school's established goals and filter external input to ensure alignment with these objectives. This approach maintains consistency and focus within the school culture while still allowing for external contributions. However, this method may limit the breadth of community engagement and could potentially stifle innovative ideas.

Responses of the principals belonging to democratic style of leadership are as follows:

"I actively involve parents and the community in the process of shaping our school culture through open forums and collaborative meetings. We discuss ideas collectively, ensuring that everyone has a voice in how we promote effort, respect, and academic achievement. Decisions are made democratically, with input from all stakeholders guiding the direction of our initiatives."

"I organize regular community meetings where parents and local leaders are invited to share their ideas on how to enhance our school culture. We use a voting system to decide which suggestions will be implemented, ensuring that the entire community feels involved in the decision-making process. By working together, we create a supportive environment where effort, respect, and academic achievement are prioritized."

Democratic leaders prioritize inclusion and collaboration by actively involving parents and the community in shaping the school culture. They create open forums for discussion and use collective decision-making processes to ensure that all voices are heard. This approach

fosters a sense of shared responsibility and community ownership of the school's values. While this method promotes broad engagement and buy-in, it may require more time to reach consensus and implement changes.

Head teachers of the facilitative leadership style narrated that:

"I facilitate opportunities for parents and the community to contribute their ideas through workshops and focus groups designed to gather diverse perspectives. My role is to guide these discussions and help transform their ideas into actionable plans that align with our school's values. I provide the resources and support necessary for parents and community members to actively participate in shaping our culture."

"I create platforms such as online forums and community committees where parents and local leaders can share their ideas for enhancing our school culture. I help them refine their suggestions and ensure they align with our focus on effort, respect, and academic achievement. By providing guidance and resources, I enable these ideas to be developed into concrete initiatives that benefit the entire school."

Facilitative leaders empower parents and the community to play an active role in shaping the school culture by providing guidance, resources, and support. They focus on creating platforms for discussion and collaboration, ensuring that external ideas are refined and aligned with the school's values. This approach fosters meaningful engagement and practical implementation of community contributions. While this method encourages creativity and ownership, it requires strong leadership to ensure that ideas are effectively transformed into action.

Situational Style of school heads responded as:

"I adapt my approach to involving parents and the community based on the specific

context and needs at the time. In some situations, I might take a more directive role, guiding the discussion and deciding how their ideas will be implemented. In other cases, I allow for more autonomy, encouraging parents and community members to take the lead in creating initiatives that reflect our school's values."

"Depending on the situation, I either lead or support parents and the community in contributing to our school culture. If there is a pressing need for consistency, I might steer the process more closely, but in times of stability, I encourage greater freedom and creativity from external stakeholders."

Situational leaders adapt their methods for including parents and the community in school culture development based on the specific needs and circumstances at hand. They may choose to lead or support these efforts depending on the context, ensuring that the involvement of external stakeholders is both relevant and beneficial. This flexibility allows for a tailored approach that can address varying challenges and opportunities. While this method provides responsiveness and adaptability, it requires the leader to be highly attuned to the dynamics of both the school and the broader community.

4.2.53   Theme 18: Communicating Progress

School heads belonging to authoritative leadership style mention that:

"I communicate the progress of our school improvement efforts through regular, formal reports distributed to staff, parents, and the community. These reports include detailed data and analysis, along with clear directives on next steps. I lead mandatory meetings where I present the progress and expectations to ensure everyone is aligned with the school's goals."

"Progress on school improvement is communicated through structured updates during

staff meetings and through official newsletters to parents and the community. I control the narrative by highlighting key achievements and addressing areas that require more focus, ensuring that the message reflects the school's strategic priorities. Feedback is collected but is carefully managed to keep the focus on the established plan."

Authoritative leaders ensure clear and consistent communication of school improvement progress through structured, formal channels. They maintain control over the narrative, providing detailed reports and setting clear expectations in meetings. This approach keeps all stakeholders aligned with the school's strategic goals. However, while it ensures clarity and focus, it may limit opportunities for broader input and dialogue.

Responses of the principals belonging to democratic style of leadership are as follows:

"I communicate progress through collaborative meetings where staff, parents, and community members are invited to share their insights and feedback. Regular updates are provided via various channels, including newsletters, social media, and community forums, ensuring transparency and inclusivity. We discuss progress together, allowing everyone to voice their opinions on the next steps."

"I use a variety of communication methods, including town hall meetings, surveys, and open forums, to keep everyone informed about the progress of our school improvement efforts. These updates are not just one-way; they serve as a platform for gathering input and adjusting our strategies based on community feedback. By involving all stakeholders in the communication process, I ensure that our improvement efforts reflect the needs and priorities of the entire school community."

Democratic leaders emphasize transparency and inclusivity in communicating school improvement progress. They use multiple channels to share updates and actively involve

stakeholders in discussions, fostering a sense of shared responsibility. This approach builds trust and ensures that communication is a two-way process, reflecting the community's voice. However, while it promotes engagement, it may require more time to reach consensus and respond to diverse viewpoints.

Head teachers of the facilitative leadership style narrated that:

" I facilitate regular workshops and team meetings where we discuss the progress of our school improvement efforts, ensuring that all voices are heard. Progress is communicated through collaborative platforms such as shared online documents and group discussions, allowing for continuous updates and adjustments. My role is to guide the conversation, helping to align our collective efforts with our improvement goals."

"I create structured yet flexible communication channels, such as collaborative platforms and regular feedback sessions, to share updates on our school improvement initiatives. These platforms allow for real-time updates and provide opportunities for staff and stakeholders to contribute ideas and suggestions. I ensure that the information flow is continuous and that everyone has access to the latest data and developments."

Facilitative leaders prioritize collaborative communication methods that encourage active participation in discussing school improvement progress. They use structured yet flexible platforms to ensure continuous updates and open dialogue. This approach fosters a culture of shared responsibility and keeps everyone informed and engaged in the process. While it promotes collaboration and real-time communication, it requires strong facilitation skills to ensure that discussions remain focused and productive.

Situational Style of school heads responded as:

"My communication strategy for school improvement progress varies depending on

the audience and the context. In some situations, I provide detailed reports and lead formal presentations to ensure clarity and direction. In other cases, I opt for more informal discussions, allowing for a free exchange of ideas and feedback."

"I adapt my communication style based on the progress and the audience. When we hit major milestones, I make formal announcements and distribute comprehensive updates. For ongoing, day-to-day progress, I prefer using quick, informal check-ins or digital updates to keep everyone in the loop."

Situational leaders adapt their communication strategies based on the context and audience, ensuring that updates on school improvement are relevant and effective. They may use formal reports and presentations for significant milestones while opting for informal check-ins for ongoing progress. This flexible approach allows them to meet the specific needs of different stakeholders and situations. While it ensures responsiveness and relevance, it requires the leader to be highly attuned to the varying communication needs of the school community.

4.2.5.4 Theme 19: Stakeholders' Feedback

School heads belonging to authoritative leadership style mention that:

"I request input from stakeholders through formal surveys distributed periodically, focusing on key areas that align with our strategic objectives. These surveys are designed to gather specific feedback that I consider essential for evaluating our school's performance. While I value stakeholder input, I ensure that the feedback aligns with the school's established goals before making any adjustments."

"Input from stakeholders is gathered through structured meetings where I set the agenda and guide the discussion towards areas of importance. I focus on gathering insights

that are relevant to our school's priorities, ensuring that any feedback received is directly aligned with our goals. After collecting this input, I make decisions based on what will best serve the school's strategic vision. This method ensures that stakeholder perceptions are considered within a controlled framework."

Authoritative leaders solicit stakeholder input through controlled and structured processes that align with the school's strategic objectives. They prioritize feedback that is directly relevant to their goals, ensuring that any adjustments made are in line with the established vision. This approach maintains a clear and focused direction while still considering external perceptions. However, it may limit the range of feedback and reduce opportunities for stakeholders to express diverse opinions.

Responses of the principals belonging to democratic style of leadership are as follows:

"I solicit input from stakeholders through open forums, allowing parents, students, and community members to share their perceptions freely. We use surveys, town hall meetings, and suggestion boxes to ensure that everyone has a chance to contribute. All input is reviewed collectively, and we discuss how it can be integrated into our school improvement plans."

"I actively engage stakeholders in the feedback process by organizing regular focus groups and community discussions. We encourage open dialogue and ensure that every participant's perspective is considered in our decision-making process. Surveys are also used to reach a broader audience, allowing us to gather comprehensive insights into stakeholder perceptions."

Democratic leaders emphasize inclusivity and transparency in soliciting stakeholder input, using various channels to ensure that all voices are heard. They prioritize open dialogue

and collective review of feedback, fostering a collaborative environment where stakeholders feel their opinions matter. This approach builds trust and a sense of shared ownership in the school's direction. However, while it promotes broad engagement, it may require more time to reach consensus and integrate diverse viewpoints.

Head teachers of the facilitative leadership style narrated that:

"I facilitate stakeholder input by creating platforms such as online forums and focus groups where perceptions about the school can be shared openly. My role is to guide the discussion, helping stakeholders articulate their views and ensuring that all voices are heard. Feedback is then synthesized and used to inform our school improvement strategies, with regular updates provided to show how their input is being acted upon."

"I set up feedback mechanisms such as workshops and collaborative meetings where stakeholders can express their perceptions and concerns about the school. I focus on creating an environment where everyone feels comfortable sharing their thoughts, and I guide the conversation to ensure it remains constructive and focused. After gathering input, I work with my team to integrate these insights into our planning processes."

Facilitative leaders create structured environments for stakeholders to share their perceptions, ensuring that all voices are heard and respected. They guide discussions to keep them focused and constructive, using the feedback gathered to inform school improvement strategies. This approach empowers stakeholders and demonstrates a commitment to listening and acting on their input. However, it requires strong facilitation skills to ensure that feedback is effectively synthesized and implemented.

Situational Style of school heads responded as:

"My approach to soliciting stakeholder input varies depending on the situation and the

specific needs of the school. In some cases, I use formal surveys and structured meetings to gather feedback, while in others, I opt for more informal discussions or quick polls. I adapt the method to best suit the current context and the stakeholders involved, ensuring that their perceptions are accurately captured and addressed."

"I tailor my approach to gathering stakeholder perceptions based on the specific context and the urgency of the feedback needed. For long-term planning, I might use detailed surveys and focus groups, but for immediate concerns, I prefer direct conversations and quick feedback loops. This situational approach ensures that I can gather relevant input efficiently and effectively, adjusting the communication method to the needs of the moment."

Situational leaders adjust their methods for soliciting stakeholder input based on the context, ensuring that feedback is relevant and timely. They may use formal or informal channels depending on the urgency and nature of the situation, tailoring their approach to best capture and address stakeholder perceptions. This flexibility allows them to respond effectively to diverse needs and circumstances. However, it requires the leader to be highly attuned to the dynamics of both the school and its stakeholders, ensuring that the chosen approach is appropriate for the situation at hand.

4.2.5.5 Theme 20: Image Building

School heads belonging to authoritative leadership style mention that:

"To adjust negative perceptions, I would first conduct a thorough assessment of the issues through data-driven analysis and direct feedback. Once the root causes are identified, I would implement clear, decisive actions to address these concerns, ensuring that stakeholders are informed of the steps being taken. I would then communicate these

changes through formal channels, reinforcing the improvements with evidence of success."

"I would take immediate and assertive action to address the negative perceptions by setting strict guidelines and expectations for improvement within the school. This includes holding staff accountable and making necessary changes in policies or practices that are contributing to the negative image. I would ensure that these changes are well-publicized through official statements and reports, demonstrating our commitment to resolving the issues. My goal is to quickly and effectively change the narrative by showcasing our responsiveness and determination to improve."

Authoritative leaders address negative perceptions by taking immediate, decisive action and communicating these efforts through controlled, formal channels. They focus on identifying the root causes and implementing solutions with a clear strategy to shift the narrative. This approach ensures that stakeholders are aware of the concrete steps being taken to address their concerns. However, while it provides strong direction and control, it may not fully engage stakeholders in the process, potentially limiting the depth of the perception shift.

Responses of the principals belonging to democratic style of leadership are as follows:

"To adjust negative perceptions, I would start by engaging with stakeholders through open forums and surveys to fully understand their concerns. I would involve the school community in developing and implementing solutions, ensuring that their voices are heard and respected. Regular updates would be provided to demonstrate transparency and the collective effort to improve the school's image."

"I would organize a certain meetings and discussions with parents, students, and staff to gather their insights on the negative perceptions and work together on finding solutions. By fostering an environment of openness and inclusivity, I aim to create a sense of

collective responsibility for improving the school's image. I would then implement the agreed-upon changes and keep the community informed about the progress through multiple communication channels."

Democratic leaders address negative perceptions by engaging stakeholders in open dialogue and collaborative problem-solving. They focus on transparency and inclusivity, involving the community in both identifying issues and implementing solutions. This approach fosters trust and shared ownership, helping to shift perceptions through a collective effort. However, while it builds strong relationships and community buy-in, it may take longer to reach consensus and implement changes.

Head teachers of the facilitative leadership style narrated that:

"To change negative perceptions, I would facilitate a series of focus groups and workshops to explore stakeholders' concerns in depth. My role would be to guide these discussions towards constructive solutions, ensuring that all voices are heard and respected. I would then work with my team to implement these solutions and provide continuous feedback to stakeholders on our progress."

"I would establish a feedback loop where stakeholders can regularly share their perceptions, and I would facilitate ongoing dialogue to address their concerns. By creating a structured yet open environment for discussion, I would help the school community develop and implement strategies to improve our image. Regular updates and transparent communication about the changes being made would be key to altering perceptions."

Facilitative leaders focus on guiding discussions and facilitating stakeholder involvement to address negative perceptions. They create structured environments for open dialogue and collaborative problem-solving, ensuring that all voices are heard and that

solutions are community-driven. This approach empowers stakeholders and helps to shift perceptions by demonstrating a commitment to listening and acting on feedback. However, it requires strong facilitation skills to ensure that discussions remain focused and lead to tangible improvements.

Situational Style of school heads responded as:

"My approach to adjusting negative perceptions would depend on the specific issues at hand and the stakeholders involved. If the situation requires quick action, I would use direct communication and immediate changes to address the concerns. In cases where the issues are more complex, I would engage stakeholders in a more thorough dialogue to understand the underlying problems and work together on long-term solutions."

"I would assess the context and severity of the negative perceptions before deciding on the best approach. For urgent matters, I might take a more authoritative stance, quickly implementing changes and communicating them clearly to stakeholders. For ongoing concerns, I would adopt a more democratic or facilitative approach, involving the community in discussions and decision-making processes."

Situational leaders adapt their strategies for adjusting negative perceptions based on the context and needs of the moment. They may use a direct, authoritative approach for urgent issues, or a more collaborative, inclusive method for complex or long-term concerns. This flexibility allows them to respond effectively to different challenges, ensuring that stakeholder perceptions are addressed in a way that is both relevant and impactful. However, it requires a keen understanding of the situation and the ability to shift leadership styles as needed.

The analysis of leadership styles in different themes highlights the varying approaches

used in school leadership. Authoritative leadership is most commonly observed in goal setting, academic standards, monitoring student progress, enforcing discipline, and structured policies. Democratic leadership is prevalent in collaboration, decision-making, teacher engagement, and team management. Facilitative leadership supports professional development, personalized learning, and continuous improvement. Situational leadership plays a key role in adaptability, flexibility, and responding to diverse needs.

Table 4.25

Analysis by Leadership Style

Leadership Style	Percentage
Authoritative Leadership	30%
Democratic Leadership:	25%
Facilitative Leadership:	25%
Situational Leadership:	20%

This distribution highlights a strong inclination towards authoritative and democratic leadership styles, ensuring structure and collaboration, while facilitative and situational approaches contribute to adaptability and support systems.

4.26   Factors Contributing to Successful School Improvement

Based on responses from interviews of the school heads it has been identified that followings are contributing factors for school improvement

   i.   Instituting Leadership Team

   ii.   Navigating Clear Direction and Strategy

   iii. Focusing Capacity Building

   iv. Ensuring Quality Teaching and Learning Practices

v.   Outlining School Improvement Needs

vi.   Specifying Roles and Responsibilities

Effective school improvement requires a multifaceted approach that encompasses various factors. These factors play crucial roles in driving positive change, fostering a culture of continuous improvement, and ultimately enhancing student outcomes. Here, we explore the key elements that contribute to successful school improvement:

4.2.6.1   Instituting Leadership Team:

Establishing a dedicated leadership team is essential for guiding and driving the school improvement process. This team typically comprises administrators, teachers, staff members, and sometimes community representatives. A cohesive leadership team provides direction, facilitates collaboration, and ensures that improvement efforts align with the school's vision and goals. Effective leadership fosters a shared sense of purpose, inspires commitment, and empowers stakeholders to work collaboratively towards common objectives.

4.2.6.2   Navigating Clear Direction and Strategy:

Successful school improvement initiatives are grounded in a clear vision, goals, and strategic plan. School leaders must articulate a compelling vision for improvement, set specific and achievable goals, and develop a strategic roadmap outlining actionable steps to achieve these objectives. Clear direction and strategy provide a framework for decision-making, prioritize resources effectively, and ensure that efforts are focused on areas with the greatest impact on student learning and school success.

4.2.6.3   Focusing Capacity Building:

Building the capacity of teachers, administrators, and support staff is vital for sustained

school improvement. This involves providing professional development opportunities, coaching, mentoring, and other forms of support to enhance educators' skills, knowledge, and effectiveness in the classroom. Capacity building initiatives should be tailored to address specific needs identified through data analysis and ongoing assessment, ensuring that educators have the tools and support necessary to meet the diverse needs of students and promote their academic success.

4.2.6.4   Ensuring Quality Teaching and Learning Practices

Quality teaching and learning practices lie at the heart of successful school improvement. This encompasses effective instructional strategies, differentiated instruction to meet the needs of diverse learners, formative assessment to monitor student progress, and meaningful feedback to guide instruction. School leaders must create a culture that values excellence in teaching and fosters continuous professional growth through collaboration, reflection, and ongoing learning.

4.2.6.5   Outlining School Improvement Needs:

Conducting comprehensive needs assessments is critical for identifying areas for improvement and prioritizing resources effectively. This involves collecting and analyzing data on student performance, school climate, teacher effectiveness, parent and community engagement, and other relevant factors. By identifying strengths and weaknesses, schools can develop targeted interventions, allocate resources strategically, and monitor progress towards improvement goals.

4.2.6.6   Specifying Roles and Responsibilities:

Clearly defining roles and responsibilities ensures that everyone in the school community understands their contributions to the improvement process and can work

collaboratively towards common goals. This involves establishing clear expectations, communication channels, and accountability mechanisms to ensure that all stakeholders are actively engaged and committed to driving positive change.

In conclusion, successful school improvement hinges on a combination of leadership, strategic planning, capacity building, effective Instructional Transformation practices, data-driven decision-making, and clear communication. By addressing these factors comprehensively and systematically, schools can create an environment conducive to continuous improvement, student achievement, and overall success.

4.3 Integration of Results

In order to address the main purpose of the study 'how does leadership impacts school improvement at the secondary level', a parallel quantitative and qualitative research was conducted. Methodological approaches Quantitative (questionnaire); and Qualitative (interview) were employed.

The integration results reveal a complex dynamic regarding the role of authoritative leadership style in school improvement factors. Teachers acknowledge leadership's significance but perceive it as moderately impactful, favoring adaptive approaches over strict oversight. In contrast, school heads prioritize structured, top-down methods for accountability and discipline, leading to a disconnect. For Staff Enrichment, teachers view authoritative leadership as ineffective, while school heads see it as essential. Additionally, teachers recognize the positive influence of authoritative leadership on school culture, unlike school heads, who focus on rigid structures. A balanced leadership approach is needed to harmonize these perspectives for effective school improvement.

The integration results related to role of democratic leadership on school improvement

highlight a complex relationship between teachers' and school heads' perceptions. Teachers recognize democratic leadership as essential for engagement and decision-making, yet feel a disconnect in its practical application. School heads promote democratic practices but often rely on authoritative measures, potentially undermining genuine collaboration. This inconsistency affects Staff Enrichment, as teachers seek direct assistance that aligns with broader democratic frameworks. Additionally, while teachers express concerns about the impact of democratic practices on school culture, school heads maintain a more optimistic view. Aligning these perspectives is crucial for fostering a truly collaborative environment that enhances school improvement efforts.

The integration results indicate a notable disconnect between teachers' and school heads' perceptions of facilitative leadership's impact on school improvement. While school heads strongly support its role in professional development and stakeholder engagement, teachers view it as minimally effective, particularly in enhancing staff quality and fostering a collaborative school culture. This divergence suggests that facilitative leadership initiatives may not resonate with teachers' experiences, highlighting the need for school leaders to engage educators meaningfully in developing strategies. Bridging this gap can promote a supportive environment that empowers both teachers and students, ultimately driving school improvement.

The integration results reveal a significant disconnect between teachers' and school heads' perceptions of situational leadership's impact on school improvement. Teachers view situational leadership as essential for adapting to immediate school needs and supporting staff quality, while school heads associate it with strategic, long-term adaptability and data-driven practices. This divergence highlights a gap in understanding; teachers focus on direct classroom experiences, whereas school heads emphasize broader

administrative strategies. To enhance effectiveness, it is crucial to align these perspectives, ensuring situational leadership addresses both immediate support and long-term sustainability in educational practices.

In conclusion, the integration results highlight significant disparities between teachers' and school heads' perceptions of various leadership styles and their roles in school improvement. The findings underscore the necessity for a balanced approach that incorporates both authoritative and democratic practices while also recognizing the unique contributions of facilitative and situational leadership. Bridging these gaps requires meaningful engagement between educators and leaders to ensure that leadership strategies resonate with teachers' experiences and meet their needs. By fostering a collaborative environment that values diverse perspectives, schools can enhance overall effectiveness, ultimately driving sustainable improvements in both Instructional Transformation outcomes.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter consists of main summary as well as findings of the study. Furthermore, highlights of the discussion, conclusion and recommendations have also been included in this chapter.

5.1 Summary

The aim of this study was to investigate role of leadership towards school improvement in secondary schools of Islamabad. Objectives of the study were to find out leadership styles existed in secondary schools of Islamabad; identify factors effective for school improvement; and analysis of the relationship that subsists between leadership and school improvement at the secondary level. To achieve these objectives mixed method approach was employed for this study. Questionnaires for leadership and school improvement were used for data collection. In addition to this, interview schedule was used for qualitative data collection. In the first chapter of the study, context of the research problem, objectives, research questions, hypotheses and methodology are included. Literature of the review has been done focusing leadership, styles of leadership and their impact towards school improvement, and approaches to school improvement. In the third chapter, Information related to methodology has been discussed. Information about data analysis has been provided in the fourth chapter while findings of the study, conclusion, discussion and recommendations are discussed in the fifth chapter.

Population of the study consisted of 101 principals and 2154 teachers within the secondary schools of Islamabad. At the first stage schools were selected based on the

inclusion criteria. For this purpose, purposive sampling was employed. Census was employed for quantitative while purposive sampling was used for qualitative data collection. Two schools for each of leadership styles were selected in which principals and teachers constituted sample of the study. Leadership styles were identified using leadership assessment scale while data from teachers was collected using school improvement scale. Prior to data collection validity of the research instrument was done with the help of five experts of the field. In addition to this, reliability of the and pilot testing of the research instrument was conducted.

Data was analyzed in three parts. Quantitative data analysed using 21.0 version of SPSS in first part of the data analysis. In the second part qualitative data was analysed using inductive thematic analysis. Followed by data analysis, the researcher provided findings and suggested recommendations based on findings.

5.2   Findings

Findings of the study include descriptive and inferential analysis incorporating both percentage calculations and regression analysis.

5.2.1   Quantitative Data Findings

1.   The study revealed that authoritative leadership was the most prevalent among secondary school principals in Islamabad, with 46% of schools led by principals who made independent decisions, focusing on control and compliance. Situational leadership followed, practiced in 35% of schools, showing that many leaders adjust their approach based on circumstances. Democratic leadership was less common, observed in 15% of schools, indicating limited emphasis on collaborative decision-making. Facilitative leadership, the least practiced, was seen in only 4% of schools, suggesting minimal focus on empowering staff.

2. Leadership plays a vital role in enhancing school improvement at the secondary level. The analysis reveals that leadership accounts for 42.3% of the variance in factors influencing school improvement, as indicated by an R^2 value of 0.423. The significance of this relationship is underscored by a regression coefficient of 0.685, along with a t-value of 3.212 and a p-value of 0.002, suggesting that effective leadership practices can significantly enhance various factors of school improvement, thereby facilitating positive changes within the educational environment.

3. Authoritative leadership style has been found to exert a considerable influence on the leadership focus factor within school improvement. This leadership style explains 27.7% of the variance in the leadership focus factor, as evidenced by an R^2 value of 0.277. The positive correlation is supported by a regression coefficient of 0.375 and a t-value of 2.65, with a significance level of 0.01. These findings indicate that authoritative leadership significantly drives the focus towards achieving leadership goals, which is essential for fostering a productive and collaborative school atmosphere.

4. The role of authoritative leadership style on the Staff Enrichment factor was found to be statistically insignificant. The analysis indicates that this leadership style accounted for only 1% of the variance, as demonstrated by an R^2 value of 0.01. With a regression coefficient of -0.2 and a p-value of 0.9, the findings suggest that authoritative leadership has negligible effect on enhancing Staff Enrichment.

5. Similarly, the role of authoritative leadership on the Instructional Transformation factor was weak. This leadership style accounted for just 3.8% of the variance in Instructional Transformation outcomes, reflected in an R^2 value of 0.038. The

regression coefficient of 0.020 and the p-value of 0.95 indicate that authoritative leadership does not play a significant role in influencing teaching practices.

6. A positive and significant contribution of authoritative leadership on Positive School Culture factor was observed. This leadership style explained 26.9% of the variance in these factors, as indicated by an R^2 value of 0.269. The regression coefficient of 0.450, coupled with a t-value of 2.20 and a p-value of 0.03, suggests that authoritative leadership significantly contributes to enhancing school culture and engaging stakeholders.

7. Democratic leadership exhibited a moderate positive influence on the leadership focus factor. This leadership style accounted for 16.8% of the variance, with an R^2 value of 0.168. The positive relationship is affirmed by a regression coefficient of 0.250, a t-value of 2.00, and a p-value of 0.045. These results indicate that democratic leadership makes a statistically significant contribution to strengthening the focus of leadership goals, which can enhance collaborative efforts and decision-making within the school setting.

8. The influence of democratic leadership on Staff Enrichment factor was substantial. This leadership style explained 40.9% of the variance, as evidenced by an R^2 value of 0.409. The regression coefficient of 0.450 and a t-value of 2.75, along with a p-value of 0.02, underscore its importance in enhancing staff support. The significant role of democratic leadership on staff quality highlights the necessity for educational leaders to adopt inclusive practices that empower staff and improve overall educational outcomes.

9. Democratic leadership also demonstrated a significant influence on Instructional Transformation factor. The analysis showed an R^2 value of 0.043, indicating that this leadership style accounts for 4.3% of the variance in Instructional

Transformation outcomes. With a regression coefficient of 0.35 and a p-value of 0.025, these findings suggest that democratic leadership contributes positively to improving teaching methodologies and student learning experiences. This underlines the importance of engaging all stakeholders in educational processes to foster a more effective learning environment.

10. However, the contribution of democratic leadership to Positive School Culture was not significant. The findings indicated that this leadership style explained 34.3% of the variance in these factors, represented by an R^2 value of 0.343. With a regression coefficient of -0.100 and a p-value of 0.8, these results point to a negligible influence of democratic leadership on enhancing school culture and engaging stakeholders.

11. Facilitative leadership showed a moderate influence on the leadership focus factor but was deemed insignificant. The analysis revealed that this leadership style accounted for 33% of the variance, as indicated by an R^2 value of 0.33. Despite a regression coefficient of 0.345, the p-value of 0.424 suggests that facilitative leadership does not significantly affect the leadership focus within the school. This finding emphasizes the need for further exploration of leadership styles that can effectively enhance leadership focus and drive school improvement.

12. The role of facilitative leadership on Staff Enrichment factor was minimal. This leadership style accounted for only 8.8% of the variance, with an R^2 value of 0.088. The regression coefficient of 0.091 and a p-value of 0.836 indicate that facilitative leadership does not significantly influence Staff Enrichment. These results suggest that there may be a need to consider alternative leadership approaches to effectively enhance staff quality and ensure that educators receive adequate support in their roles.

13. Facilitative leadership demonstrated a strong and significant influence on Instructional Transformation factor. This leadership style accounted for 32.2% of the variance, as evidenced by an R^2 value of 0.322. The regression coefficient of 0.50, combined with a t-value of 2.50 and a p-value of 0.02, indicates a positive relationship between facilitative leadership and teaching practices. This suggests that adopting facilitative leadership approaches can lead to significant improvements in instructional quality and student learning outcomes.

14. The contribution of facilitative leadership to Positive School Culture factor was found to be weak. The analysis indicated that this leadership style explained 13.9% of the variance, represented by an R^2 value of 0.139. With a regression coefficient of -0.20 and a p-value of 0.9, these findings demonstrate that facilitative leadership does not play a significant role in enhancing school culture or engaging stakeholders.

15. Situational leadership had a positive and significant contribution on the leadership focus factor. The analysis revealed that this leadership style accounted for 25% of the variance in leadership focus, as indicated by an R^2 value of 0.25. With a regression coefficient of 0.5, a t-value of 2.5, and a p-value of 0.02, these findings highlight the significance of situational leadership in guiding leadership goals and enhancing the overall effectiveness of school leadership strategies.

16. The influence of situational leadership on Staff Enrichment factor was also found to be significant. This leadership style explained 18% of the variance in staff support, as demonstrated by an R^2 value of 0.18. The regression coefficient of 0.32, along with a t-value of 2.2 and a p-value of 0.03, indicates that situational leadership plays a meaningful role in enhancing Staff Enrichment. This finding underscores

the importance of adaptable leadership approaches in addressing the diverse needs of educators within the school environment.

17. However, situational leadership's effect on Instructional Transformation was not statistically significant. The analysis indicated that this leadership style accounted for 41.9% of the variance, as represented by an R^2 value of 0.419. With a regression coefficient of 0.150 and a p-value of 0.45, the findings suggest that situational leadership does not have a significant influence on teaching practices. This highlights the need for alternative leadership strategies to effectively enhance Instructional Transformation outcomes in schools.

18. Situational leadership style made a significant positive contribution to Positive School Culture. The analysis showed that this leadership approach accounted for 22% of the variance in these factors, as indicated by an R^2 value of 0.22. The regression coefficient of 0.33, a t-value of 2.4, and a p-value of 0.025 suggest that situational leadership effectively fosters a supportive school culture and engages stakeholders.

5.2.2 Qualitative Data Findings

Findings based on semi-structured interviews are as under:

1 The research found that different leadership styles significantly influence goal setting and vision alignment within schools. Authoritative leaders prioritize high academic standards and strict discipline, while democratic leaders emphasize collaboration and teacher involvement. Facilitative leaders focus on empowering teachers and fostering creativity, whereas situational leaders adapt goals to meet the diverse needs of students and staff.

2 Success indicators varied across leadership styles. Authoritative leaders measure

success through academic performance and adherence to disciplinary standards. Democratic leaders view success through increased participation and stakeholder satisfaction, while facilitative leaders focus on teacher empowerment and innovation in teaching methods. Situational leaders define success by their adaptability in addressing diverse needs and improving performance.

3   The study revealed that authoritative leaders implement structured and disciplined strategies, focusing on rigorous evaluations and corrective measures. Democratic leaders foster collaboration and inclusive decision-making, involving the entire school community in planning and implementation. Facilitative leaders emphasize professional development and autonomy, while situational leaders adapt strategies based on real-time feedback and changing circumstances.

4   Monitoring progress also differed across leadership styles. Authoritative leaders use structured systems and formal evaluations, while democratic leaders involve the team in collaborative tracking and feedback sessions. Facilitative leaders use supportive tools and regular check-ins, whereas situational leaders adapt their tracking methods to the specific needs of the project, using a mix of traditional metrics and real-time data analysis.

5   The research found that all leadership styles use data to drive support and ensure sustainability, but they approach it differently. Authoritative leaders rely on performance metrics to customize interventions and maintain high standards. Democratic leaders use data collaboratively, involving stakeholders in decision-making and goal-setting. Facilitative leaders focus on capacity-building and continuous improvement, while situational leaders use data to create flexible, adaptive frameworks that evolve with changing needs.

6   School heads need to maintain a balanced approach regarding support and accountability through clear expectations and measurable success indicators.

7   There are very few schools where succession planning is done appropriately. Heads need to identify teachers with leadership potential and provide career progression pathways to the staff.

8   It was found that teachers are not hired and placed in an appropriate way. Heads need to involve in strategic workforce planning so as to meet the improvement requirements.

9   Student progress has been tracked through formative assessments, student work samples, and technology integration.

10   It was found that teacher mindset and administrative inefficiencies are some of barriers to student learning. School heads need to identify learning barriers through various strategies.

11   It was found that there is need to engage parents and community members through various means such as parent-teacher associations, scheduled meetings, and social media updates.

12   It was found that there is no proper mechanism for seeking input from the community. School leaders need to devise mechanisms for taking feedback from the community and soliciting through proper implementation.

5.3   Discussion

5.3.1 Research Question 1:

What kind of leadership style existed in the secondary schools of Islamabad?

Responses to the Research Question 1 indicated that most of the school heads of the secondary schools belong to the authoritative leadership styles in Islamabad i.e. 47%. 30% of the school heads belong to situational leadership style in the secondary schools of Islamabad. While 24% of the school heads belong to each of democratic and facilitative leadership style equally in the secondary school of Islamabad.

There is no specific information available in the literature in this regard. However, there is quite a number of schools in which heads still adhere to traditional management model. The present study attempted to find out leadership styles prevailing in the secondary schools of Islamabad. It was found that authoritative leadership style is existed in mostly of the secondary schools of Islamabad.

5.3.2 Research Question 2:

What are the decisive factors contributing for successful school improvement at the secondary level?

Responses to Research Question 1 highlighted that decisive factors responsible for successful school improvement include: Instituting Leadership Team, navigating clear direction and strategy, focusing capacity building, ensuring quality Instructional Transformation practices, outlining school improvement needs, as well as specifying roles and responsibilities.

5.3.2.1 Instituting Leadership Team

The prime factor detrimental for bringing successful change within a school was identified as instituting leadership team. The main challenge for a school head is deciding on the core leadership team responsible for leading school improvement. This can be achieved through realizing potential and different faculties needed for carrying out diverse tasks was found as crucial for a school leader.

In order to develop ownership for change and overcoming psychological breach amongst staff members, the school heads established leadership team by seeking expression of interest from fellow colleagues. Through this school principal identified particular staff members who were passionate to play their role for school improvement. Previous literature has also signified voluntary inclusion of staff in school improvement process. Researcher (Reigeluth, 2005) held the view that a school leader needs to form a leadership team amongst the staff who volunteer themselves to bring about successful change in the school. Instead of formally appointing for a specific role, school leader should provide opportunities to all the members in this regard.

Voluntary membership also helps in identifying diverse skills and faculties amongst staff members. Researcher like Senge (2006) concluded that this is a broad perspective and it is quite helpful in guiding leaders and the team towards school improvement. The current study highlighted the significance of a diverse leadership team as it would provide them complete understanding of the clear direction for improvement. The inclusion of diverse group of members in leadership team results in increased confidence of the team members for school improvement.

Deciding on the leadership team through voluntary membership also developed greater motivation of staff resulting in enhanced school improvement efforts. This finding of the present study is consistent with previous studies. York-Barr and Duke (2004) concluded that staff members included in leadership team develop a sense of ownership that contributes for school improvement efforts. Through this, staff members play their part in decision making resulting in intrinsic motivation and hence enhanced efforts towards school improvement.

5.3.2.2 Navigating Clear Direction and Strategy

The provision of clear direction and strategy for a secondary school was considered another detrimental factor in school improvement process. Principals highlighted that deciding on the direction and devising a clear strategic plan helped on carrying out improvement activities. Fullan (2008) held the view that it is very important for schools to clearly specifying strategic framework to furthering school improvement initiative. The present study highlighted that improvement framework for a school outlines appropriate structure that helps team members in creating a clear strategy in a more focused way.

The findings of the present study described that principals realized school school-wide approach to improvement. They added that unless they communicated their vision for improvement supported with a practicable strategy, the improvement efforts seemed fruitless. This finding was found consistent with the change models of Fullan (2008) in which he advocated the significance of developing ownership of shared vision and providing direction and strategy.

For navigating clear direction and vision, another important aspect was identifying common phrases. The findings of the study highlighted that an instrumental factor in mobilizing staff for improvement was deciding on common phrases which significantly impacted articulating vision for school improvement. Starratt (2011) concluded that staff members participating in the improvement process must be in a position to articulate their feelings through common phrases.

5.3.2.3 Focusing Capacity Building

To manage successful change within a school, school leaders need to build the capacity of the leadership team and the whole staff. The vision of school improvement can be materialized only if the team involved is capable of bringing change based on the school's

vision of improvement. This study identified that school heads focused on capacity building and ensuring sustainability as a decisive feature that impacts school improvement efforts. The respondents in this study stated that they focused necessary skills development of leadership and the staff and took measures to continuously provision of capacity building opportunities. This was found consistent with change models proposed by Fullan (2008) and Bell (2002). They acknowledged that developing leadership team and the staff are detrimental for impacting school improvement.

5.3.2.4   Ensuring Quality Teaching and Learning Practices

One of the most decisive factor in school improvement process is providing of quality teaching and learning practices. Principals recognized the fact that initiating improvement dimension had sensitized the staff to deliberate discussions over quality teaching and learning practices. It was reported that teachers started professional discussions even in outside private gatherings. It opened new avenues of collaboration amongst teachers as well as cascading teaching practices. The teachers seemed to be more open and flexible in consistent with school improvement efforts. Robinson (2011) concluded that for ensuring quality teaching, it is very crucial for teachers to share best practices and be involved in professional discussions. Anderson (2016) concluded that for school-wide approach to improvement, it is a must for the team involved to engage in social interactions. While principals in this study reported that teachers were not previously open to share their experiences and expertise with other. There was an absolute turnaround in staff after school improvement initiative that they were collaborating with each other and tend learn from each other.

Focusing quality teaching and learning practices through collaboration resulted in confidence building amongst teachers and they were excited in knowing that they are able

to make a difference in students' lives through improved learning experience. Researchers believed that if all the decisions and discussions by school heads and teachers by placing students at the center, it shows that the school is providing authentic and ethical learning experiences.

This study further highlighted that focusing best teaching and learning practices has redefined the teacher's role as the 'leader of learning'. If the teacher leadership is practices in secondary schools, the students are placed at the center in classroom (Silins & Mulford, 2004). Teachers' role is seen as instrumental in shaping classroom climate and hence shaping students' lives (Crowther, Kaagan, Ferguson, & Hann 2009). It was observed in present study that teachers attempted to work congenially with each other and thus shaped their teaching through various pedagogical aspects.

5.3.2.5 Specifying Roles and Responsibilities

In the present study, inclusion of diverse staff members in leadership is very important referring to a variety of leadership skills. Some principals responded that mobilizing team based on their skills and expertise is very crucial. Copeland (2003) found that teams work best if the members are assigned tasks based on their competencies. He also added that school heads can decide on co-principal amongst the leadership team who can collaborate the process of school improvement. By aligning with this study the school heads described importance of specifying roles and responsibilities of all the staff members as quite helpful in furthering the goals of school improvement.

This study also highlighted importance of engaging staff members at times at different levels. This approach is aligned with previous studies in which the significance of teacher's role as leaders which is cognizant with distributive approach of leadership. Studies has found that when teachers utilize their expertise for school improvement through teacher

leadership, it impacts the improvement efforts to greater extent (Ferguson & Hann, 2009).

5.3.2.6   Outlining School Improvement Needs

This study found that there is a need to continuously outlining improvement needs in order to ensure sustainability of school improvement process. It is the job of the school heads and the team to realise and show willingness to go further. This notion of change is aligned with one of the elements of change model by Kotter (1995) that states the significance of creating a sense of urgency. The heads reported that sustained improvement can only be ensured if all the staff members show willingness for improvement.

The notion of improvement is incomplete if the signifance of deciding school's purpose and values aligned with moral purpose as identified in previous studies (Fullan, 2009a, Bezzina & Burford, 2010). The respondents discussed that the existing values are to be associated with historical figures and eminent scholars. It was found that for school improvement it is very important to have clarity of purpose and values must align with it.

5.3.3   Research Question 3:

How does leadership impact school improvement in the secondary schools of Islamabad?

Leadership plays a significant role for successful change within a school. Leadership styles, on the other hand, impacts school improvement process but may be in a different way. The impact of different leadership styles is discussed as below.

5.3.3.1   Authoritative Leadership Style and School Improvement

The authoritative leaders tend to make decisions on their own hence leading to implementing school improvement initiatives efficiently. They, usually take complete responsibility in decision-making thus expecting unconditional submission from the staff.

This leadership style seemed to be appropriate in particular situations, like in times of stress or taking immediate decisions. Studies concluded that authoritative leadership at school level hinders collaboration thus decreasing morale and motivation level of the staff (Darlaston---Jones, 2007). The present study found that this leadership style tends to be less effective compared to the other leadership styles examined in this study.

a. Leadership Focus

School heads who possess authoritative leadership approach pose implications for leadership focus aspect of school improvement. Such leaders focus on providing direction and vision as well as sharing standards and high expectations (Bass & Bass, 2009). For improved academic performance of students, team members are made consistent with shared school's vision thus providing coherence and a sense of direction. The present study found that heads with authoritative style of leadership steer institution towards school improvement goals by strongly focusing on set goals and expectations.

b. Staff Enrichment

Heads with authoritative leadership style focus on providing guidance and structure that resulted in improved staff performance (Bass & Bass, 2009). An environment focusing professional development and growth is fostered through sharing clear expectations by authoritative leaders. This structured framework contributes towards enhanced staff quality keeping in mind that the staff is provided with required resources so as they are able to perform well and ultimately assist in school improvement efforts.

c. Instructional Transformation

School heads who possess authoritative leadership style pose a significant effect on Instructional Transformation within secondary schools. This is achieved through creating a disciplined and structured environment for learning. Authoritative principals focus on

high academic standards through setting clear expectations for staff members (Robbins, 2007). Studies showed that maintaining discipline and emphasising structure are very impactful toward teaching practices. This can be achieved by maintaining a commitment to quality teaching and learning practices.

d. Positive School Culture

Lastly, concerning Positive School Culture, authoritative leadership may impact the culture by instilling a sense of discipline and order (Bass & Bass, 2009). While authoritative leaders typically make decisions independently, they may also foster stakeholder involvement by ensuring that communication channels are clear and expectations are transparent (Wang & Ahmed, 2003). The school culture under authoritative leadership is often characterized by a focus on achievement and adherence to established norms. Stakeholder involvement in such a culture is directed towards supporting the overarching goals and expectations set by the authoritative leader.

5.3.3.2 Democratic Leadership Style and School Improvement

The democratic leadership has a positive impact on school improvement. Heads possessing a democratic leadership style focus on collaboration in decision-making and engaging stakeholders in creating a school climate that fosters quality learning. This leadership approach is taken quite significantly, particularly, when it is deemed important to empower teachers so that collective goals can be achieved effectively (Starrat, 2004). In schools, where a democratic leadership style exists, all the staff members are invited to participate in the decision-making process and diverse viewpoints are fostered through healthy discussions. Through this a healthy school culture is created where transparency, congeniality, dedication and increased motivation of the staff members is nurtured. Resultantly, student receive quality learning experiences, improved discipline and student

achievement (Starrat, 2011; Andrews & Lewis, 2002). The present study found that democratic leadership is very important for sustainable improvement efforts in secondary schools.

a. Leadership Focus

The school heads with democratic leadership style of has a significant effect on leadership focus. School heads possessing this approach tend to participative decision-making and engage stakeholders at different levels (Starrat, 2011). This helps in creating shared vision resulting in building ownership amongst teachers towards school improvement. Through this leadership approach needs and voices of staff members are given due importance by the school head thus creating a responsible and trustful environment.

b. Staff Enrichment

School heads having democratic leadership style impacts school improvement process in a significant manner through treasuring the competencies of teachers. Engaging teachers in decision-making process improves ownership and dedication towards improvement process. In addition to this, school heads possessing democratic leadership approach foster mutual collaboration and ongoing professional development (Chad Ransom, 2013). The present study found that this approach focused on enhancing staff quality through creating conducive environment where various perspectives, sharing ideas, enhancing Instructional Transformation practices and ultimately furthering the process of school improvement.

c. Learning and Instruction

School heads with democratic leadership style proved detrimental in facilitating student-centric classroom practices. The participatory approach in decision-making and inculcating diverse perspectives resulted in creating quality learning environment (Starrat,

2011). This in turn motivated teachers to practice innovative teaching strategies that ensure student engagement, self-directed learning and fostering critical thinking (Charon, 2007). The present study found that heads with democratic leadership style cater to individual student needs through tailored instruction impacts Instructional Transformation practices to a greater extent.

d. Positive School Culture

Studies concluded that heads with democratic leadership style impact Positive School Culture thus furthering school improvement efforts. Heads with this leadership approach involve all the stakeholders form the community for creating positive school culture (Duffy & Reigeluth, 2008). By involving stakeholders, the school gains improved support and healthy school culture. The present study found that establishing collaboration and engaging stakeholders within democratic leadership framework proved catalyst for sustained school improvement efforts.

5.3.3 Facilitative Leadership Style and School Improvement

The facilitative leadership style refers to a collaborative approach where an inclusive environment is created by empowering staff members thus enhancing the school's capacity to improve. Collective decision-making and all the staff members are involved in this approach of leadership (Labone & Long, 2014). Through this approach, an inclusive atmosphere is fostered where staff members are allowed to voice their feelings openly. The present study found that the facilitative leadership style is significant for school improvement at the secondary level. Team members are facilitated to strive for conflict resolution, problem-solving, and finding out challenges for furthering goals of school improvement.

Heads possessing a facilitative leadership style foster collaboration among team

members. They focus on teamwork, consensus-building, and problem-solving (Katzenmeyer & Moller, 2009). This study found that enriches 21st-century skills i.e. communication, critical thinking, creativity, and collaboration and hence resulted in overall school improvement.

a. Leadership Focus

Heads possessing a facilitative leadership style focus on openness, team building, and collaboration (Laleka, 2019). This in turn helps in creating an inclusive environment within a school that involves all the staff members towards a shared vision and ensures commitment by all the team members for achieving improvement goals. Heads belonging to this leadership style steer leadership focus over shared decision-making, problem-solving by inculcating different viewpoints.

b. Staff Enrichment

Heads with facilitative leadership affect Staff Enrichment within a school. Such leaders tend to delegate the tasks to staff members by giving them autonomy and facilitate participation of all in achieving improvement goals. Staff quality is enhanced by empowering individuals as well as developing a sense of ownership for school improvement. The team members are provided with necessary capacity-building opportunities, to build on their skills continuously and effectively partaking in the improvement process.

c. Instructional Transformation

School heads belonging to the facilitative leadership style give ample importance to creating conducive environment that fosters collaboration, a collective approach to problem solving amongst teachers. They tend to facilitate group work in decision-making, with regard to improving teaching quality and improved student outcomes. Facilitative leaders

strive to engage teachers in meaningful dialogues, collaborate and contribute towards quality learning experiences for students.

d. Positive School Culture

Facilitative leaders impact the establishment of supportive and inclusive school culture to a great extent. Heads with a facilitative approach focus on respecting diverse opinions, listening to the concerns of staff, and welcoming sharing of ideas. Stakeholders feel welcomed through this inclusive culture and hence community members and parents are invited in the decision-making process. Facilitative leaders strive to create a supportive school culture by developing a sense of ownership and establishing a culture in which stakeholders feel respected and involved in the process of school improvement.

5.3.3.4 Situational Leadership Style and School Improvement

School heads with situational leadership style offer a mix of various leadership styles and contribute significantly in school improvement initiatives. Situational leadership theory emphasizes that adapting to different leadership approaches requires s certain level of maturity and is quite effective given that staff members are competent enough (Duignan & Cannon, 2011). This approach is very effective, particularly for school improvement initiatives. The situational leaders focus on "telling", "selling", "participating", as well as "delegating". All these categories are tailored to capacity building of the teachers (Heck & Hallinger, 2014).

a. Leadership Focus

Situational style of leaders is considered to be a vibrant approach that permits school heads to amend focus as per competence and commitment level of staff members. Authoritative approach is considered appropriate for incompetent and immature members while democratic approach is suggested for competent and mature teachers.

b. Staff Enrichment

Leaders with situational style tend affect staff quality to a great extent. They focus on acknowledging and efficiently providing necessary support to individual needs and concerns. Heads practicing situational approach capitalize on capacity building of staff as well as providing direction and support. Team members' development and effectiveness is garnered through positive work environment due to situational approach of school heads.

c. Instructional Transformation

Situational leaders focus on an adaptive leadership style that caters to an individual's maturity and impacts the quality of Instructional Transformation to a great extent. Heads practicing this leadership approach are continuously involved in monitoring the competence and dedication of individual staff members and facilitating them to adapt their teaching strategies accordingly. This approach strives to improve the quality of learning experiences for students through supporting individualized and collaborative instruction.

d. Positive School Culture

Situational leaders impact greatly in establishing an inclusive culture. This is achieved through recognizing and appreciating capabilities of staff members and effectively capitalizing on them. School heads with this style of leadership facilitate open communication and cooperation amongst stakeholders thus engaging them in decision-making activities depending upon readiness level of the included members.

5.4   Conclusion

The conclusion was derived from the data collected via survey questionnaire and interviews. Research questions of the study include: (a) What kind of leadership style exists in the secondary schools of Islamabad? (b) How different factors contribute towards school

improvement at the secondary level in Islamabad? (c) What is the role of leadership in school improvement at the secondary level in Islamabad?

5.4.1   Conclusion from Quantitative Findings

1   The study revealed several significant insights into the role of leadership styles in secondary schools in Islamabad. Predominantly, authoritative leadership was found to be the most common style, followed by situational leadership, with democratic and facilitative leadership being less frequent. The findings underscore that leadership has a substantial impact on school improvement, accounting for 42.3% of the variance in factors influencing school improvement, with effective leadership practices driving positive educational change.

2   Authoritative leadership was shown to significantly influence leadership focus and school culture, yet it had minimal effects on staff quality and teaching practices. In contrast, democratic leadership demonstrated substantial contributions to Staff Enrichment, as well as Instructional Transformation, but had a negligible influence on Positive School Culture.

3   Facilitative leadership emerged as a strong driver of Instructional Transformation improvements, though its impact on leadership focus, staff quality, and school culture was found to be weak. Situational leadership, on the other hand, significantly influenced leadership focus, staff support, and school culture, highlighting its adaptability in addressing various leadership goals.

4   Overall, the study emphasizes the differential impacts of leadership styles on various dimensions of school improvement, suggesting the need for a balanced and context-specific approach to leadership in order to foster a supportive, collaborative, and effective school environment.

5.4.2   Conclusion from Qualitative Findings

5   It was concluded that school heads in the secondary schools of Islamabad actively engage in setting specific goals for improvement with a focus on academic achievement, staff development and fostering a positive learning environment. To this end they strive in building relationships, providing incentives and ensuring balanced support. Success of the improvement efforts is measured through student satisfaction and teacher collaboration. Furthermore, progress on set goals is tracked through clear instructions, sharing performance expectations and data-driven analysis. There is hardly seen mechanism for identifying improvement areas in respective schools.

6   School heads institute leadership team considering their teaching competence and commitment to professional development. A balanced approach to support and accountability is maintained through clear expectations and assessable success indicators. This is achieved through specifying roles and responsibilities of the team involved. There is no mechanism in place for succession planning or clear career pathways.

7   At the secondary level, student progress is tracked by employing formative assessments, student work samples and technology integration. Learning barriers such as teacher mindset and administrative inefficiencies are addressed through professional development of teachers and improved infrastructure. Teachers are directed to employ various strategies to guide and track progress through formative and summative assessments. Interventions for struggling students are implemented in the form of group work and differentiated teaching methods. All the students are assigned similar tasks as homework or classwork. No extra opportunities or

personalized learning experiences have been found for gifted students in the secondary schools of Islamabad.

8   School heads actively strive to foster a culture of respect by valuing and integrating inputs from their teams during regular meetings and assigning specific tasks. Parents and community members are engaged through various platforms such as parent-teacher meetings, scheduled meetings and through social media. Progress on school improvement is shared with community through annual events, seminars and updates on social media platforms. Furthermore, feedback from the community is also sought and solicited in few schools as well as transparent communication.

5.5   Recommendations

Based on conclusions, following are the recommendations:

1   Professional development programs for capacity building of school heads may be initiated at school level. These programs need to focus on collaboration, adaptability, and empowerment, equipping heads with skills to foster inclusive environments that promote staff engagement and school improvement.

2   School heads may actively reflect on their leadership styles, recognizing the strengths and limitations of each approach. Awareness of how specific styles influence various factors of school improvement is crucial. Additionally, leaders must develop the ability to switch between leadership styles based on situational needs, allowing them to address challenges effectively and tailor their strategies to foster better teaching practices, staff support, and stakeholder engagement.

3   To maximize their contributions to school improvement, school heads may be equipped with the necessary skills and competencies. This requires targeted capacity-

building initiatives, such as professional development programs that focus on leadership strategies, data-driven decision-making, and conflict resolution. A continuous emphasis on skill development would empower school heads to better address the complex needs of their schools and lead improvement initiatives with confidence and efficacy.

4   Schools need to develop systematic feedback processes to assess leadership effectiveness. Surveys, focus groups, and performance evaluations can be used to provide insights into leadership's contribution on school culture, staff morale, and student outcomes, helping heads make informed adjustments for better responsiveness.

5   School heads should adopt a balanced leadership approach by supplementing authoritative practices with democratic, facilitative, and situational leadership styles. Training programs should focus on enhancing collaboration, staff empowerment, and adaptable leadership, enabling heads to improve staff quality, teaching practices, and stakeholder engagement while maintaining discipline and a positive school culture for overall improvement.

6   Teachers may actively recognize the critical role they play in driving school improvement. To enhance their influence, they need to engage in continuous professional development, attending workshops, seminars, and training sessions that focus on the latest teaching methodologies and innovations. By staying updated on best practices, teachers can contribute more effectively to improved student performance and overall school progress.

7   School heads need to prioritize identifying barriers to student learning, such as teacher mindset and administrative inefficiencies. Engaging in strategic workforce and succession planning, along with soliciting parent-teacher feedback, would help heads develop targeted interventions that enhance educational practices and support student

success.

8   School heads may engage in strategic workforce planning to ensure leadership roles are filled by individuals with effective leadership qualities. This includes succession planning, targeted recruitment, and ongoing development, building a pipeline of capable leaders committed to improving outcomes.

9   Schools need to establish formal mechanisms to incorporate parent and teacher feedback into decision-making. Regular surveys, focus groups, and forums would encourage community involvement and ensure stakeholder perspectives are considered in shaping policies.

10   Parents should actively engage with school leaders and teachers to offer valuable feedback on educational practices. This input helps tailor educational strategies to better meet the needs of students and improve their learning experiences.

11   To enhance accountability and monitoring, schools may adopt structured evaluation systems tailored to each leadership style, with clear criteria for evaluating student outcomes, staff performance, and school culture to support data-driven decisions aligned with strategic goals.

12   Policymakers should use the findings of this study to create and implement policies that bolster school improvement efforts and enhance the capacity for change. Targeted reforms that address specific needs can drive systemic improvements and support educational advancement.

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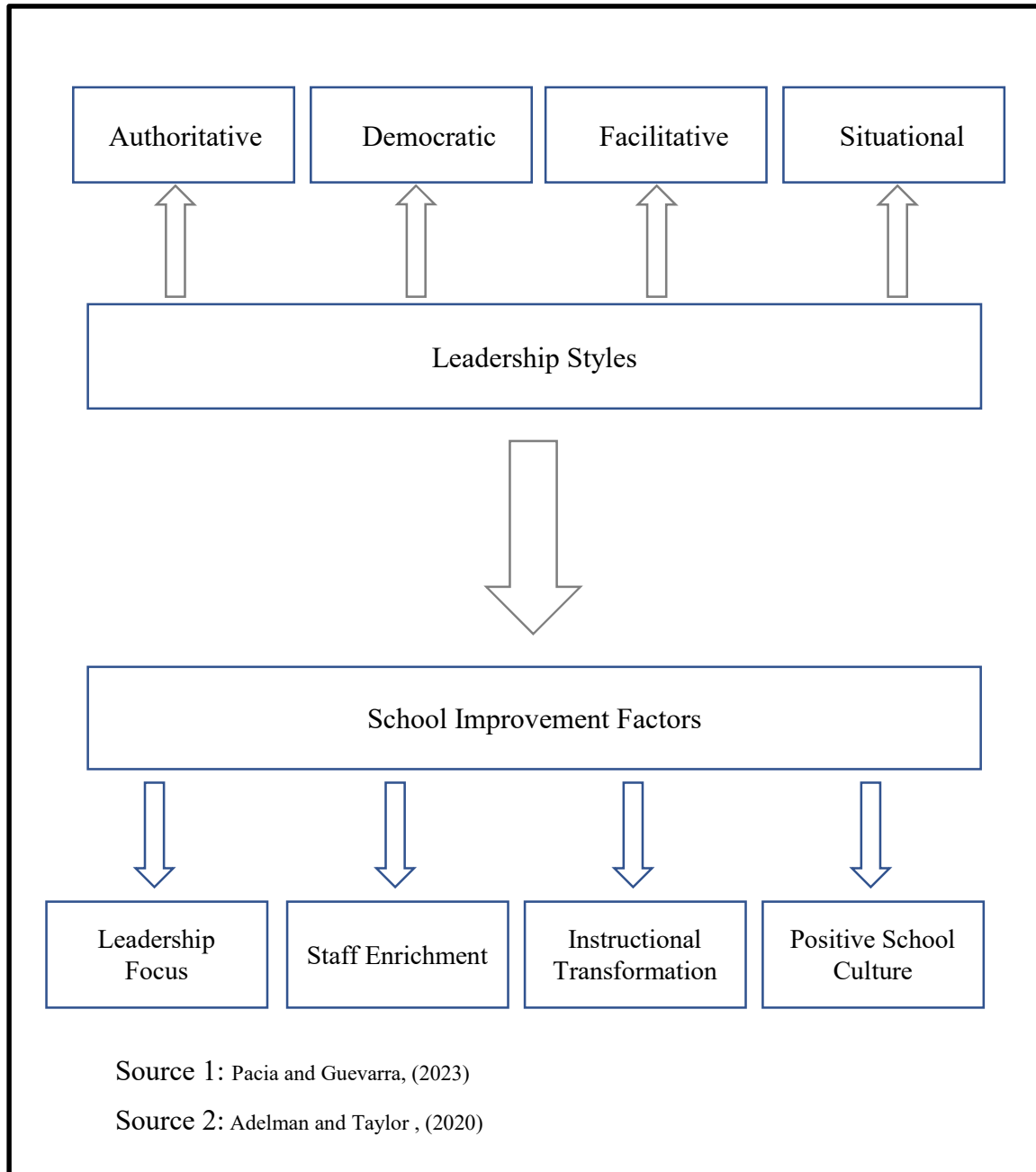
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Appendices

Appendix A: Conceptual Framework

Authoritative	Democratic	Facilitative	Situational

↑ ↑ ↑ ↑

Leadership Styles

⬇

School Improvement Factors

⬇ ⬇ ⬇ ⬇

Leadership Focus	Staff Enrichment	Instructional Transformation	Positive School Culture

Source 1: Pacia and Guevarra, (2023)

Source 2: Adelman and Taylor , (2020)

Appendix B: Topic Approval Letter

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES

M.L.1.3/2024-ES/806   Dated: 03-12-2024

Subject: **Request for Correction of Typo Error in 17ᵗʰ BASR Minutes**

1. Reference to Agenda Point # C 17ᵗʰ BASR minutes, a typo error in the title of Mr Shahid Alam Awan's, PhD Scholar (Reg # 771 PhD/Edu/F18) thesis has been observed attached as annex-A.

2. However the QEC Turnitin Report contains the correct title approved in FBS dated 18-11-2022 (QEC Report is attached as Annex-B).

3. FBS Letter attached as Anx-C.

4. Correction in 17ᵗʰ BASR minutes is requested as following:

     For: Role of Leadership in School Improvement at University Level: A Mixed Methods Approach.

     Read as: **Role of Leadership in School Improvement at the Secondary Level: A Mixed Methods Approach.** ✓

5. Put up for Kind approval Please.

Dr Khushbakht Hina
Head
Department of Educational Sciences

Through:
Dean FSS   4-12-2024

To,
Director DASR

6- Discuss, please

DD-1
5/12/2024

7- Para 4 onte is recommended for approval, please
6/12/2024

Pro-Rect Acad

8- Rave - that Approved

Dir/DASR

9- The record may be maintained for PhD Edue Dept record, please

12/12/2024

Appendix C: Leadership Assessment Scale

1. **Name (optional):** _____
2. **School Name:** _____
3. **Location:** _____
4. **Gender: (M / F)**
5. **Age: (20 – 30 Years), (31 – 40 Years), (41 – 50 Years), (51 – 60 Years)**
6. **Experience (Less than 5 Years), (6 – 10 Years), (11 – 15 Years), (More than 15 Years)**
7. **Experience in Current School: (Less than 5 Years), (More than 5 Years)**

Please rate the following statements on a scale of 0 to 3, where 3 represents "Exactly like me" and 0 represents "Not me at all"

S. No	Item	Exactly like me (3)	Much like me (2)	A bit like me (1)	Not me at all (0)	Score
1	Teams work best when everyone is involved in taking decisions	3	2	1	0	
2	While leading a leader brings out the best in other people	3	2	1	0	
3	A leader is the one who takes on leadership role when needed but do not consider himself as leader	3	2	1	0	
4	A leader is always willing and content to represent his group as the spokesperson.	3	2	1	0	
5	It is better to be adaptable to different situations as needed.	3	2	1	0	
6	A leader should be determined to push projects forward and get results	3	2	1	0	
7	People should be allowed to make mistakes in order to learn	3	2	1	0	
8	Delegating tasks to committees (different groups/teams) is a plus point for a leader	3	2	1	0	
9	Wellbeing of team members is the utmost priority for a leader.	3	2	1	0	
10	A leader possess the ability to see situations from many different perspectives	3	2	1	0	

11	It is imperative for a leader to consider every perspective and do not mind how long discussions last	3	2	1	0	
12	A leader possesses strong organizational skills when it comes to coordinating and managing others.	3	2	1	0	
13	It is important for all team members to adhere to formal decisions, as long as they adhere to appropriate procedures.	3	2	1	0	
14	A leader is the one who sets high standards and expect others to do the same for themselves.	3	2	1	0	
15	Role playing exercises are being carried out by good leaders	3	2	1	0	
16	Leaders help other people to develop	3	2	1	0	

Appendix 2: School Improvement Scale

1. **Name (optional):** _____

2. **School Name:** _____

3. **Location:** _____

4. **Gender: (M / F)**

5. **Age: (20 – 30 Years), (31 – 40 Years), (41 – 50 Years), (51 – 60 Years)**

6. **Teaching Experience (Less than 5 Years), (6 – 10 Years), (11 – 15 Years), (More than 15 Years)**

7. **Teaching Experience in Current School: (Less than 5 Years), (More than 5 Years)**

Please rate the following statements on a scale of 1 to 5, where 5 represents "Strongly Agree" and 1 represents "Strongly Disagree"

S.No	Sub Theme	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Leadership Focus							
1	Vision & Mission	The school's vision, mission and goals has been developed in collaboration with staff.	1	2	3	4	5
2	School Improvement Criteria	The criteria for school improvement has been developed.	1	2	3	4	5
3	Evaluating Performance	The required structure(s) or process are in place to evaluate the performance of school.	1	2	3	4	5
4	Monitoring of Goals	The progress to set goals is properly monitored, tracked and communicated to the concerned.	1	2	3	4	5
5	Measures for student achievement	Measures about challenges for student outcomes in school improvement are being taken appropriately.	1	2	3	4	5
6	Assessment Mechanism	Mechanism for formative and summative assessment is in place.	1	2	3	4	5
7	Announcement of Results	Assessment results are communicated to students and the community as per requirement.	1	2	3	4	5

8	Empowering Leadership Team	Leadership team is empowered to make adequate decisions as and when required.	1	2	3	4	5
9	Plan for Community Involvement	Plan for engaging parents and other community stakeholders in the improvement process is in place.	1	2	3	4	5
10	Flexibility	Leadership team exercise flexibility in day-to-day matters.	1	2	3	4	5
11	Data-driven Customisation for Improvement	School performance data is used to customize support for improvement efforts?	1	2	3	4	5
12	Sustained Improvement	Sustainability of improvement efforts from the start is ensured properly.	1	2	3	4	5
Staff Enrichment							
1	Mechanism for Needs Identification	Adequate mechanism for identifying improvement needs is in place.	1	2	3	4	5
2	Identifying Professional Learning Needs	Professional learning needs of leadership and staff are regularly identified.	1	2	3	4	5
3	Teachers' recruitment	Teachers are hired as per required competencies with regard to school improvement.	1	2	3	4	5
4	Support and Accountability Y	Leaders maintain a balance of support with accountability at different levels.	1	2	3	4	5
5	Succession Planning	Succession plan has been developed and communicated with staff.	1	2	3	4	5
6	Teacher Placement	Consensus and understanding of teacher placements and assignments is ensured properly.	1	2	3	4	5
7	Amplifying Impact and Influence	High-performing teachers are leveraged to expand their positive influence outside of just their own classrooms.	1	2	3	4	5

8	Professional Learning Opportunities	Professional learning opportunities are provided as per requirements.	1	2	3	4	5
9	Performance Management	Performance expectations are determined and assessed properly.	1	2	3	4	5

Instructional Transformation

1	Diagnosing Student Needs	Teachers regularly diagnose individual student's learning needs.	1	2	3	4	5
2	Standard-based instruction	Alignment of instruction with standards is facilitated appropriately.	1	2	3	4	5
3	Barriers to Success	Possible academic and non-academic barriers in schools are identified.	1	2	3	4	5
4	Support to Overcome Barriers	Students are adequately provided with support to overcome learning barriers.	1	2	3	4	5
5	Individualized Monitoring	Teachers guide and track the progress of individual student.	1	2	3	4	5
6	Student's Performance Management	Teachers use learning benchmarks in order to guide and track the progress of students.	1	2	3	4	5
7	Identifying Slow Learners	The school frequently identify early warning for students who may be falling behind.	1	2	3	4	5
8	Support for Slow Learners	Adequate interventions are made to help students who are falling behind.	1	2	3	4	5
9	Additional Support	Funds are leveraged by the school to provide additional academic supports and extended learning opportunities.	1	2	3	4	5
10	Challenging Excellence	Teachers challenge students that are exceeding their current level of schooling.	1	2	3	4	5
11	Customized Programs for Students	Special programs, tasks are assigned for all such students.	1	2	3	4	5

12	Advanced Assessment	Higher-level assessments in the school are carried out to challenge gifted or advanced students.	1	2	3	4	5
13	Provision of authentic experiences	Teachers provide students with authentic experiences, in order to connect their interests with real-world applications.	1	2	3	4	5
14	Collaboration with Partner Organizations	Community members and stakeholders are involved in offering internships, career exploration, and service learning opportunities.	1	2	3	4	5
Positive School Culture							
1	Inclusive Culture	School leaders and teachers acknowledge and include their ideas in creating a culture that values effort, respect, and academic achievement.	1	2	3	4	5
2	Community Engagement	Community members are invited to engage in meaningful dialogue for school improvement.	1	2	3	4	5
3	Sharing progress with community	Progress of school improvement efforts is shared with stakeholders as per requirement.	1	2	3	4	5
4	Stakeholder Feedback	Input from stakeholders regarding their perceptions is solicited.	1	2	3	4	5
5	Inclusive Environment	Schools need to promote a positive and inclusive culture	1	2	3	4	5
6	Parental Communication	Assessment of students need to be shared with respective parents.	1	2	3	4	5
7	Harassment Prevention	Schools need to address issues of bullying or harassment.	1	2	3	4	5

Appendix D: Questionnaire Validity Certificate

Alhamd Islamic University Islamabad

CERTIFICATE OF VALIDITY

By: Shahid Alam Awan

Ph. D Scholar, Department of Educational Sciences National University of Modern Languages (NUML), Islamabad, Pakistan

This is certified that the following tools have been assessed by the undersigned.

- Leadership Styles Questionnaire for Principals
- Questionnaire for Teachers
- Interview schedule for Principals

I find it to have been designed adequately to assess the research tools as mentioned above based on four categories (Leadership, Staff Quality and Support, Learning and Instruction, School Culture and Stakeholder Involvement).

It is considered that the research instrument developed for the research above titled, is according to the study objectives and assumes adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with a fair amount of confidence.

Dated: October, 2023

Name: Dr Quratulain
Designation: HOD/Assistant Professor, Department of Education
Institution: Alhamd Islamic University Islamabad

Alhamd Islamic University Islamabad

CERTIFICATE OF VALIDITY

By: Shahid Alam Awan

Ph. D Scholar, Department of Educational Sciences National University of Modern Languages (NUML), Islamabad, Pakistan

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Dated: October, 2023

Name: Dr Muhammad Safdar
Designation: Deputy Headmaster
Institution: IMCB, St#17, I-10/1, Islamabad

International Islamic University, Islamabad

CERTIFICATE OF VALIDITY

By: Shahid Alam Awan

Ph. D Scholar, Department of Educational Sciences National University of Modern Languages (NUML), Islamabad, Pakistan

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Dated: October, 2023

Name: Dr Azhar Mahmood
Designation: Associate Professor
Institution: International Islamic University Islamabad Pakistan

Allama Iqbal Open University, Islamabad Pakistan

CERTIFICATE OF VALIDITY

By: Shahid Alam Awan

Ph. D Scholar, Department of Educational Sciences National University of Modern Languages (NUML), Islamabad, Pakistan

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Dated: October, 2023

Name: Dr Farkhunda Rasheed Choudhary
Designation: Assistant professor/EPPSL Department
Institution: Allama Iqbal Open University, Islamabad
Pakistan

National University of Modern Languages, Islamabad

CERTIFICATE OF VALIDITY

By: Shahid Alam Awan

Ph. D Scholar, Department of Educational Sciences National University of Modern Languages (NUML), Islamabad, Pakistan

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Dated: September, 2023

Name: Dr Qurat ul Ain Hina
Designation: Assistant Professor, Department of Educational Sciences
Institution: National University of Modern Languages, Islamabad

Appendix E: School Names

S.No	School Name	Address
1.	The Lead School System	Lehrar Road, Islamabad
2.	Jinnah Muslim School and College	Aabpara Market, Islamabad
3.	Islamabad Model College for Girls	I-9/4
4.	IMCG F-6/2	F-6/2, Islamabad
5.	Aims Education System	H-8/1, Islamabad
6.	The Knowledge City School	Park Road, Tramri Chowk, Islamabad
7.	Islamabad Model College for Boys	G-10/3, Islamabad
8.	IMCG F-7/4	F-4/4, Islamabad

Appendix F: Leadership Styles in Schools of Islamabad

S.No	School Name	Authoritative	Democratic	Facilitative	Situational
1	IMCB I-9/4	11	4	6	8
2	Internation Islamic Schools	11	5	6	7
3	Yasir public school and Academy	8	5	6	11
4	Aims Education System	6	4	7	11
5	Al-Farabi Education System	6	9	12	5
6	Al-Aqsa Model School	9	5	5	10
7	IGIS	11	7	6	8
8	Islamia School of Excellence	6	4	7	11
9	International School of Cordoba	6	11	8	5
10	School of Elm o Adab	8	5	2	11
11	Super Nova School	7	6	5	11
12	The Lead School System	5	8	2	11
13	Islamabad Model School for Boys VI-X No 1 I-9/4 Islamabad	9	8	4	11
14	The Scholar School System	8	11	6	5
15	TQM Model School	2	5	8	11
16	Progressive Educational School System	4	6	8	11
17	Jinnah Muslim School and College	8	11	6	5
18	IMCG, I-9/4 Islamabad	4	7	6	11
19	The Knowledge City School	2	8	5	11
20	United City School System	11	7	6	4
21	International Islamic University Schools Islamabad	11	6	8	5
22	Treehouse School	11	7	6	4
23	Bahria College Islamabad	11	6	8	5
24	CDA Model School	11	6	7	5
25	Army Public School & College	11	6	8	4
26	Headstart School F-6	11	6	8	5
27	EMS High School	11	6	7	5

28	Islamabad College of Arts & Sciences (ICAS)	11	7	6	4
29	Al Syed Model School	5	11	6	8
30	The Ascent School & College	11	6	8	5
31	World Vision High School	11	6	8	4
32	Hira School	11	7	6	4
33	Sir Syed Ideal School	11	6	8	4
34	RG Grammar Public School	2	8	5	11
35	Gateway School System	11	7	4	6
36	Sir Syed Ideal School	11	6	4	8
37	Zia E Karam Public School	11	6	5	7
38	Capital Science School	11	6	4	8
39	Al Huda Internation School Islamabad	11	7	4	6
40	Hadia School System	5	9	7	11
41	Al Suffah Junior Model School	5	9	7	11
42	IMCG G-6	11	6	4	8
43	Satti Public School	5	12	9	7
44	The Ababeel Educators	5	12	9	6
45	Green Leaves School	5	9	12	6
46	The Unique Message School System	5	7	9	11
47	The Air Grammar School	9	5	5	10
48	The Gravity Education System	2	11	8	5

Appendix G: Permission to use Leadership Style Questionnaire

M Gmail

Request for Permission to use Leadership Styles Questionnaire

Shahid Alam <alam.shahid85@gmail.com>

Shahid Alam <alam.shahid85@gmail.com>   Tue, Oct 3, 2023 at 5:38 AM
To: pmorgan@centenary.edu, kwilliamson@centenary.edu, cwreen@centenary.edu

Dear Sir/Madam,

I hope this email finds you well. My name is Shahid Alam Awan, and I am conducting a research study titled *"Role of Leadership in School Improvement at the Secondary Level: A Mixed-Methods Approach."*

While exploring relevant tools to assess leadership styles, I came across the one available on your website. It aligns perfectly with the objectives of my study, and I believe it would significantly contribute to obtaining accurate and meaningful insights.

I kindly request your permission to use this tool for my research. I assure you that it will be used solely for academic purposes and will be duly cited as per your requirements. If there are any specific terms, conditions, or acknowledgment requirements associated with using the tool, please let me know.

Thanking you in anticipation.

Best Regards,
Shahid Alam
PhD-Scholar (Education)
National University of Modern Languages (NUML) Islamabad Pakistan
+923345350119

PK Morgan < pmorgan@centenary.edu >   Mon, Oct 16, 2023 at 4:59 PM
To: Shahid Alam <alam.shahid85@gmail.com>

Dear Mr. Alam,

Thank you for reaching out to us.

We are pleased to grant you permission to use the tool for your academic research. For proper citation, please use the

following reference:

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). SAGE Publications. Retrieved from https://pdf4pro.com/view/leadership-styles-questionnaire-centenary-college-of-779f5e.html

For in-text citation, you may use: (Northouse, 2016).

For further assistance feel free to contact.

Regards,

PK Morgan,
Director Librarian

Appendix H: Turnitin Similarity Test Report

National University of Modern Languages
Quality Enhancement Cell
Sector H-9, P.O Shaigan, Islamabad, Pakistan
Tel: +92-51-9265100 Ext: 2246
Web: www.numl.edu.pk

Dated: February 16, 2024

Faculty of Social Sciences

Subject: **Turnitin Similarity Test Report of PhD Thesis of Mr Shahid Alam (Educational Sciences) 1st Attempt**

This is to state that **PhD** thesis of **Mr Shahid Alam** has been run through Turnitin software on **February 16, 2024**. Paper ID is 2296329955 and similarity index is **09%**. This is within the prescribed limit of Higher Education Commission.

This subject Turnitin similarity test report is attached for further processing, please.

Dr. Khushbakht Hina
Director
Quality Enhancement Cell

Dean FSS
20/02/2024

HoD Edu. Sciences:
Dr. Jamela to discusiate.
21/2/24