

Understanding the Impact of Administrator Leadership Styles on School Improvement in Secondary Schools: A Mixed Methods Approach

Tahira Yasmeen¹, Ghulam Mustafa², Salman Masood Sheikh³,
Muhammad Saqib⁴ and Nasir Mehmood⁵

<https://doi.org/10.62345/jads.2023.12.4.82>

Abstract

Using a mixed-methods approach, this study explores the impact of administrator leadership styles on school improvement in secondary schools. The research delves into the multifaceted nature of leadership within educational settings, specifically focusing on how various leadership styles employed by administrators contribute to or hinder the school improvement process. The study utilizes quantitative and qualitative methods to examine the intricate dynamics at play comprehensively. The mixed methods design leverages the strengths of each approach, providing a comprehensive understanding of the research topic. The quantitative instrument, comprising 39 statements characterizing leadership behavior advocated for 21st-century school leaders, is the Leadership Behavior Inventory. The study identifies specific participants based on quantitative findings, enriching the qualitative phase. Support for professional development, fair decision-making, emotional intelligence, and adept conflict resolution strategies contribute to a positive and growth-oriented school culture. The study highlights the adaptability of administrators to change as positively impacting the school environment. These findings underscore the intricate interplay of leadership styles in shaping the school's culture and influencing its trajectory toward improvement.

Keywords: Educational Leadership, Transformational Leadership, Leadership Behavior.

Introduction

School improvement hinges on the thread of effective leadership. Administrators, as the weavers of vision, mission, and goals, hold the power to chart a course toward excellence. However, more than simply setting a destination is required. The fabric of school improvement necessitates a vibrant blend of collaboration, trust, and accountability woven between staff, students, and parents. Research illuminates the potency of transformational leadership in this endeavor, where leaders, like skilled artisans, inspire and motivate their "fabricators" toward shared goals. This approach, characterized by open communication, shared decision-making, and mutual respect, fosters a climate where innovation flourishes, and progress becomes a collective tapestry, not a solitary thread (Leithwood et al., 2004).

A vibrant exchange of voices fuels the engine of school improvement. Administrators wield the baton at the helm of this communication symphony, ensuring the school's vision, goals, and progress resonate with all stakeholders: faculty, students, parents, and the broader community. The score demands more than mere pronouncement; it requires active listening,

¹PhD Scholar, Superior University Lahore, Pakistan. Email: ahmadsona83@gmail.com

²PhD Scholar, Superior University Lahore, Pakistan. Email: mustafa.gm.1975@gmail.com

³Dean, Faculty of Economic and Commerce, Superior University, Lahore, Email: dean.fec@superior.edu.pk

⁴PhD Scholar, Superior University Lahore, Pakistan. Email: joiya.saqib@gmail.com

⁵PhD Scholar, Superior University Lahore, Pakistan. Email: nasiruel@gmail.com



attentive feedback, and a commitment to transparency. Open dialogue, woven with trust and respect, proves not just an informative melody but a powerful chorus that amplifies stakeholder engagement and ignites a shared sense of ownership in the school's transformation (Zahra et al., 2023).

Administrators are responsible for making well-informed decisions that align with the school's vision and goals. Inclusive decision-making involving stakeholders and soliciting expert input is paramount, and administrators should leverage data to guide their choices. Research underscores that adopting evidence-based decision-making practices is pivotal in school improvement by identifying effective strategies and interventions (Burton et al., 2020). Administrators encounter numerous challenges when endeavoring to enhance schools, contending with limited resources, resistance to change, and insufficient stakeholder support. Inadequate resources, encompassing financial backing, staffing, and time, can impede the effective execution of initiatives to improve schools. Resistance to change often stems from stakeholder apprehensions about the unknown and potential loss of control. Insufficient financial support may result from a lack of trust, communication breakdowns, or a divergence from the school's vision and objectives. The role of administrators in school improvement has been a focal point for researchers over the years. This literature review will specifically scrutinize the involvement of administrators in high school improvement, employing a qualitative research approach. Qualitative research, gaining heightened recognition in recent years, offers the opportunity for a nuanced exploration of intricate phenomena. Within school improvement, qualitative research enables a profound comprehension of the experiences of administrators, teachers, and students, furnishing valuable insights into how administrators contribute to this process. Numerous studies have delved into administrators' engagement in school improvement, particularly at the secondary level. For instance, in a study, the authors investigated the involvement of school principals in implementing a comprehensive school counseling program. The findings unveiled that principals played a pivotal role in providing support and resources to the program while developing a collaborative school culture (Lapan & Quartaroli, 2009). Numerous studies have interlaced a compelling wall-hanging, revealing the intricate threads of effective leadership in school improvement, particularly at the secondary level. One qualitative investigation, echoing this message, identified school administrators as central figures in stitching together meaningful progress. This study unveiled their crucial role in crafting the school's visionary canvas, establishing aspirational goals, weaving guiding policies, and closely monitoring the thread of progress unraveling towards those destinations. Effective communication, fostering collaborative threads between stakeholders, and offering unwavering support for teachers were crucial factors enhancing the vibrancy of these improvement efforts (Jones, 2017).

The landscape of secondary education thrives on a complex interplay of factors, with well-equipped teachers emerging as the cornerstones of success. Recognizing this, education research has increasingly focused on the orchestral role of school administrators, examining how they cultivate an environment where educators can flourish and drive school improvement. This literature review delves into qualitative studies illuminating the intricate brushstrokes with which administrators contribute to this transformative process. Riehl and Sipple (1996) weave a compelling case study where interviews with administrators, teachers, and parents paint a vivid picture of effective leadership. Their findings resonate with architects crafting a shared vision, with administrators playing a pivotal role in setting goals, providing resources, and offering unwavering support to their teaching teams. Similarly, Blankstein and Winkworth (2004) unspool another layer of this tapestry, revealing the essential elements of high-impact leadership. Their research highlights the power of setting clear expectations, fostering collaboration, and nurturing a positive school culture, all under the guiding light of a well-articulated vision.

Effective leadership, like a conductor's baton, orchestrates the harmonious melody of school improvement at the secondary level. A chorus of research, from Choi's (2016) South Korean study to DuFour's (2007) American investigation, paints a vibrant picture of administrators acting as architects, wielding the brushstrokes of vision, support, and collaboration to craft a masterpiece of educational excellence. These qualitative studies resonate with a shared message: effective leaders cultivate a culture of trust, empower teachers through distributed leadership, and invest in their professional growth, fostering a symphony of collaboration where data-driven decisions guide the rhythm of progress. Though the canvas of secondary education remains a work in progress, embracing these leadership roles can ensure every student and teacher finds their perfect note, composing a harmonious future for all. Smith (2015) study paints a compelling portrait of successful secondary school leadership. Their findings reveal a symphony of skills, where principals act as masterful conductors, leading their schools towards excellence. The research pinpoints three key movements:

- Vision-casting is the ability to craft a shared dream for the school.
- Stratagem, formulating and executing effective improvement plans.
- Symphony is about connections and cultivating a positive school culture built on strong communication, collaboration, and relationships.

This study reminds us that successful leadership is not a solo act but a harmonious ensemble where every member, from teacher to student, plays their part in the school's success.

Weaving a tapestry of thriving schools requires skillful hands, and research illuminates two crucial threads administrators hold: empowering teachers and guiding reforms. Hildreth's (2019) study paints a vibrant picture of teacher leadership blossoming under administrators who nurture positive cultures, encourage collaboration, and invest in professional development. This leads to happier, more autonomous teachers, and studies like Bailey et al. (2016) show the positive ripple effect: with a clear vision and mission, strong stakeholder engagement, and unwavering support, administrators become the architects of successful school reforms. It is a story woven with trust, communication, and shared ownership, where success is not a solo performance but a harmonious ensemble led by visionary administrators. The tapestry of school improvement demands artistic vision and deft navigation. The research echoes this, highlighting administrators' essential roles in navigating change and conflicts. Beyond crafting a shared vision, they must wield the brush of effective change management, addressing challenges with skillful strokes. Chen et al. (2018) add another thread to the canvas: student engagement. Their study reveals how successful administrators cultivate a vibrant school climate, set clear expectations, and provide robust support, ensuring every student can flourish. The interweaving of these threads, strengthened by strong communication and collaboration between all stakeholders (administrators, teachers, parents), forms the foundation of a thriving high school. This review seeks to explore the complex patterns of this foundation further, using qualitative research to investigate how administrators contribute to school improvement at the secondary level.

The tapestry of school improvement demands diverse brushstrokes, and research illuminates the multifaceted roles of administrators as the artists at the helm. Smith and Hoy (2007) weave intricate threads, showcasing how effective leaders orchestrate a shared vision, craft aligned policies, measure progress, and forge stakeholder connections. Creswell and Miller (2000) add vibrant hues, emphasizing the power of nurturing a positive school culture. These leaders orchestrate a symphony of success through collaboration, teacher support, and student-centered practices. Darling et al. (2009) introduce the element of instructional mastery, highlighting how skilled administrators fuel professional development, guide instructional practices, and cultivate a spirit of continuous improvement. Leithwood et al. (2008) add the final strokes, emphasizing the power of high expectations and unwavering support in propelling student achievement. This review aims to delve deeper into this intricate

canvas, employing qualitative research to explore the diverse ways administrators, like masterful artists, paint the masterpiece of school improvement at the secondary level.

An administrator's role in enhancing the quality of education at the secondary school level cannot be overstated. The administrator is responsible for establishing an environment conducive to learning, ensuring adequate support and resources for teachers to deliver high-quality education, and guaranteeing that students receive optimal educational experiences. The responsibilities of this position include setting explicit educational goals for the school, designing plans to achieve those goals, and constantly evaluating progress (Khan, 2022).

Administrators should actively collaborate with students, parents, and diverse stakeholders to foster an educational environment that prioritizes academic achievement, promotes critical and creative thinking, and supports students' personal and social development. Moreover, capable administrators have the duty of efficiently handling resources and supervising budgets, personnel, and facilities to guarantee the smooth operation of the school. Effective communication skills are essential for administrators to establish positive connections with teachers, staff, students, and parents, encouraging and motivating them to work together toward common goals. The importance of administrators in improving secondary schools is a central topic in educational research. Administrators play a vital role in ensuring schools' effective and seamless operation, encompassing high-quality education, enforcing discipline, and establishing a safe and conducive learning environment for students (Kalkan et al., 2020). Diminishing quality in secondary school education, especially in developing countries, has sparked concern and efforts to identify improvement strategies and contributing factors. Qualitative research, emphasizing participant experiences and perspectives, offers valuable insights. Methods like interviews, focus groups, and observation can reveal how administrators contribute to secondary school improvement. This research aims to elevate secondary education quality, recognizing the key role of effective school leadership. Qualitative methods illuminate administrator contributions, informing strategies for advancing education in secondary schools. School improvement requires ongoing collaboration and commitment from all stakeholders, with administrators spearheading initiatives at the secondary level. Numerous studies have explored their role, identifying key factors contributing to their effectiveness (Simkins et al., 2003).

Study Rationale

The 21st-century classroom pulsates with a vibrant mosaic of diverse backgrounds, a tapestry woven from myriad cultures, languages, and perspectives (Shields & Sayani, 2005). This rich complexity holds immense promise yet casts a shadow on persistent achievement gaps in math and reading across racial groups (NCES, 1992-2009). From 8th to 12th grade, with stark numbers like the -33-math gap for 8th-graders in 1992 (narrowing only slightly to -32 by 2009) highlighting the ongoing challenge. This is not a call for lament but a clarion cry for action. Educational leaders must transform into cultural architects armed with cutting-edge knowledge, supportive networks, and audacious strategies to reimagine curriculum, instruction, and engagement through the lens of their diverse classrooms. Culturally responsive practices, powerful family partnerships, and nurturing environments where every student feels seen, heard, and empowered to soar are the cornerstones of bridging this divide (Cooper, 2009). Only then can the full potential of this kaleidoscope of students truly blossom, painting a future where equity and excellence dance hand-in-hand on the canvas of secondary education.

Significance of the Study

Examining the role of administrators in enhancing secondary schools carries substantial implications for the education system. This study holds the potential to identify how

administrators contribute to elevating school quality by recognizing best practices and strategies, enabling informed decision-making for administrators and policymakers to enhance school effectiveness. Emphasizing the ongoing need for professional development among administrators, the study provides insights for improvement in knowledge and skills. Furthermore, evidence-based recommendations can guide policymakers in formulating supportive policies and addressing resource needs such as funding, staffing, and infrastructure. Ethical considerations, including informed consent, confidentiality, and participant anonymity, are addressed, ensuring the confidentiality and privacy of collected data.

Research Objectives

- Examine the potential impact of alignment or misalignment on overall school climate and staff morale.
- Assess the congruence between secondary principals' self-described leadership styles and faculty/staff perceptions.
- Examine the role of leadership in addressing challenges within diverse educational settings.

Research Questions

- How do secondary principals describe their leadership style?
- What are the faculty and staff perceptions of school leadership?
- Do secondary principals' descriptions of their leadership styles differ from faculty and staff perceptions?
- What should educational leadership entail while leading diverse schools in the 21st century?

Methodology

This study employed an explanatory sequential mixed methods design, following the framework proposed by Creswell et al. (2006). The study population focuses on public sector institutions catering to boys in major cities of Punjab, including Lahore, Gujranwala, and Faisalabad. The research proceeded in two distinct phases, with the quantitative phase preceding the qualitative phase. In the initial phase of the study, participants were administered the Leadership Behavior Inventory questionnaire, a quantitative instrument. This phase aimed to evaluate the frequency of leadership characteristics related to distributive and transformational leadership and establish the relationships between these variables.

After collecting and analyzing the quantitative data, the second phase of the research design involved conducting interviews with selected participants. These interviews were carried out sequentially, building upon the insights gained from the quantitative data. The selection of participants for the qualitative phase was purposeful. The rationale for combining quantitative and qualitative methods in this study was to leverage the strengths of each approach. Quantitative research provided a structured foundation for understanding the relationships between variables, while the qualitative research phase allowed for a deeper exploration and richer insights. Using the quantitative data findings, the study identified specific participants whose experiences and perspectives could enhance the qualitative aspect of the research. This mixed methods approach enabled a comprehensive understanding of the research topic, incorporating both numerical patterns and the nuanced voices of the participants to provide a more holistic view of leadership characteristics.

Participants and Instrument

During the quantitative phase of the investigation, participants include professors, professors, directors, adjoining directors, consultants of diverse cultural and linguistic schools, and non-diversified secondary schools. Convenience sampling strategies were used for the selection of participants during this phase. Data were collected during high school and educational service center staff development sessions using a Qualtrics online questionnaire. Faculty and staff purposefully selected participants in this phase based on their scores on the quantitative instrument and the study's specific research questions. In this context, purposive sampling is designed to address the particular objectives related to the study's research questions. The sample size for this phase included 8 participants, divided equally: four teachers/staff from culturally and linguistically diverse schools and four from non-culturally and linguistically diverse schools. The instrument employed in the study was the Leadership Behaviour Inventory, which was designed to gather quantitative data addressing the research questions. The questionnaire specifically aimed to assess whether principals demonstrated high or low leadership behaviors, focusing on transformational and distributive leadership theories. The instrument consisted of 39 statements that summarized recommended leadership behaviors for school leaders in the 21st century. It featured 13 core competencies/subscales delineating various aspects of leadership behavior. The following text describes each subscale along with sample items for clarification.

Data Collection Procedures

Delving deeper than numbers alone, this study employs semi-structured interviews, where pre-planned questions are coupled with open-ended probes to enrich understanding based on quantitative data and individual responses. Participants take the reins, choosing between face-to-face or phone interview settings for convenience, ensuring comfortable and insightful conversations that paint a nuanced picture beyond the statistics (Gall & Borg, 2007).

Data Analysis

The narratives from interviews, transcribed with meticulous attention, served as the foundational material for unraveling the qualitative aspects of this study. Each word was carefully examined and intricately woven into an analytical tapestry through coding and thematic organization. The constant comparison, a sophisticated interplay of comparing various snippets and threads, continuously refined the emerging categories, leaving no nuance yet to be discovered. This iterative journey, akin to a potter shaping clay, sculpted the data into a vessel capable of containing the study's deeper insights. Only then could the researcher transition to higher conceptual ground, leveraging the gathered evidence to illuminate the research questions with the full brilliance of qualitative understanding.

Results and Interpretation

The information presented in table 1 provides demographic details of the participants who participated in the study. The total number of participants in this research is N= 06, consisting of n=43 men, n=60 women, and n=3 individuals whose gender was recorded as unknown. In terms of educational positions, 45 principals and 61 teachers participated.

Table 1: Principal and teacher demographics of participants

Gender	Numbers	Percentage
Male	63	53.4
Female	43	40.6
Education Position		
Principal	45	42.5
Teacher/Staff	61	57.5
Total	106	100

Table 2 presents the mean scores and standard deviations for the 13 core competencies of teaching and administrative staff. The means of the subscales were ordered ordinally. The highest mean score for skills was observed in reflection (3.57), while the lowest mean score was observed for professional development (3.21). The difference between the mean scores for reflection and professional development was 0.36.

Table 2: Faculty and staff descriptive statistics grouped by the 13 core competencies

Core Competency	Reflection	Diversity	Visionary Leadership	Learning Community	Professionalism	Professional Development	Assessment	Organizational Management	Inquiry	Unity of Purpose	Collaboration	Instructional Leadership	Curriculum and Instruction
<i>M(SD)</i>	3.40 (.44)	3.27 (.46)	3.21 (.42)	3.17 (.50)	3.17 (.63)	3.16 (.51)	3.13 (.59)	3.10 (.50)	3.08 (.68)	3.02 (.64)	3.01 (.62)	2.99 (.74)	2.94 (.65)

Conducted in locations chosen by the participants, the interviews involved presenting each participant with twelve open-ended questions written in sequential order, to provoke their views (Creswell, 2006). Participants were openly informed of their voluntary participation and of their right to conclude the interview at any time upon request. The researcher digitally recorded all interviews and then transcribed them.

(RQ1) How do high school principals describe their leadership style?

As a secondary principal, I would describe my leadership style as a combination of collaborative and visionary. I believe in fostering an inclusive environment where input from faculty, staff, and students is valued. Visionary leadership, to me, means setting clear goals for school improvement and inspiring others to work towards a common vision.

A high school principal in a non-diverse environment recognizes and demonstrates this awareness, as Triozzi (2021) states. The interviewee highlights the importance of having well-trained educational leaders who can interpret student data and implement programs and teaching effectively. Additionally, the interviewee argues against the outdated notion of teacher isolation, emphasizing the importance of continued collaboration between teachers, principals, and counselors to improve overall support for all students.

(RQ2) What are teachers' and staff's perceptions of school management?

Faculty and staff perceptions of school leadership, from my observations, vary. Some appreciate the collaborative approach, feeling their input is considered in decision-making. Others might feel that communication could be improved

or that certain decisions are made without sufficient consultation. Overall, there's a mix of positive and constructive perceptions.

Leaders are tasked with incorporating and executing transformational leadership traits that promote collaboration and inspire faculty and staff to serve as catalysts for change within the school community. This, in turn, contributes to the enhancement of the educational experience for the students under our care. The transformational leadership model is in harmony with the conceptual belief that school leaders exert influence by empowering and guiding individuals from the bottom up, as opposed to imposing direction from the top (Leithwood, 2004). A participant, serving as a high school teacher in a diverse school, shared her perspective on what she considers essential qualities for educational leaders to demonstrate effectiveness in high schools.

(RQ3) Do secondary principals' descriptions of leadership styles differ from teachers' and staff's perceptions?

Yes, there are instances where the secondary principals' descriptions of their leadership styles differ from faculty and staff perceptions. While I, as a principal, may emphasize collaboration and inclusivity, some faculty and staff members may feel that the implementation falls short in certain areas. These differences in perception could arise due to communication gaps or varying interpretations of leadership actions.

Transformative and distributive leaders engage in work that requires active awareness of the diversity of the population they serve, ensuring that faculty, students, and teachers, are culturally competent to effectively support students. The research work of Cooper et al. (2011) points out that directors in this context define, collaborative relations are established within the school community, leadership responsibilities are shared, and alliances are formed with those who participate in a vision of equity and inclusion. One participant interviewed shared a view on responding to changing demographics, based on Cooper's (2011) research on leading diverse schools in the 21st century.

(RQ4) The participant explained her beliefs about what educational leadership should entail when leading diverse schools in the 21st century.

The leaders can keep the line of communication open so that the staff feels free to share ideas and be part of the process of moving the school forward. The principal serves as a role model. I believe that they should model the behavior of what they expect. If I am the principal, I am going to model behavior that I expect from my teachers. If the staff respects and trusts the leader, I believe that they will buy in, intrinsically share their ideas, and bring their vision to fruition.

These leadership theories formed the theoretical basis for investigating principals' leadership styles in culturally and linguistically diverse high schools compared to non-diverse high schools. Initial research literature aimed at current and potential educational leaders has focused primarily on a managerial leadership style, with the primary goal of ensuring the effectiveness and productivity of those who follow. However, contemporary challenges facing secondary school administrators involve many aspects of accountability, assessment, performance, retention, and demographic changes, adding complexity to an already complex educational function (Zulfiqar et al., 2022). In addressing the challenges confronting public educators in the 21st century and beyond, our endeavors to narrow the academic achievement gap for all students, particularly in essential areas like mathematics and literacy, will necessitate educators to adopt collaborative, transformative, and inclusive approaches. This

underscores the significance of implementing strengths-based leadership practices in secondary schools.

Conclusion and Recommendations

For decades, research in educational leadership has predominantly leaned on quantitative methodology to investigate effective school leadership practices, often prioritizing deductive reasoning given its numerical robustness. Nevertheless, this approach frequently needs to pay more attention to chances to gather profound, nuanced data concerning human processes and experiential knowledge within the field. The real challenge for researchers lies in aligning research methods with the problem without being too narrow-minded. The integration or combination of methods aims to leverage complementary strengths and mitigate overlapping weaknesses (Khan & Afaqi, 2019). In delving into the impact of administrator leadership styles on school improvement in secondary schools through a mixed-methods approach, this study has unearthed valuable insights into the intricate dynamics of educational leadership. The analysis of faculty, staff, and student perspectives has highlighted the multifaceted nature of leadership and its profound effects on the school environment. The findings underscore the pivotal role of effective communication in leadership, with participants emphasizing the importance of clear, transparent communication channels. When inclusive and aligned with the school community's vision, decision-making processes were found to influence morale and engagement positively. The clarity of the administrator's vision emerged as a driving force behind successful school improvement initiatives, influencing day-to-day activities and shaping the overall trajectory of the school. Support for professional development emerged as a critical factor in fostering a positive and growth-oriented school culture. Recognition and fairness in decision-making played significant roles in influencing perceptions of leadership, impacting motivation and job satisfaction among faculty and staff. Emotional intelligence and adept conflict resolution strategies contributed to a healthy school culture. The study also shed light on the adaptability of administrators to change, emphasizing the positive impact on the school environment. Collectively, these findings point to the intricate interplay of leadership styles in shaping the school's culture and influencing its trajectory toward improvement.

Recommendations

Based on the insights gleaned from this study, several recommendations can be made to enhance administrator leadership and contribute to ongoing school improvement efforts:

Provide ongoing leadership training programs for administrators, focusing on effective communication strategies, conflict resolution, and emotional intelligence. Encourage administrators to adopt inclusive decision-making processes that involve faculty, staff, and students. This collaborative approach fosters a sense of shared responsibility and commitment to school improvement. Ensure that administrators articulate and communicate a clear vision for school improvement. This vision should be aligned with the school's mission and values, providing a guiding framework for all stakeholders. Prioritize and invest in professional development opportunities for faculty and staff. Administrators should actively support and facilitate their team members' growth and skill development. Administrators should strive to ensure fairness and consistency in decision-making processes. This includes adhering to established policies and demonstrating transparency in actions.

References

- Bailey, T., Bashford, J., Boatman, A., Squires, J., Weiss, M., Doyle, W, Spinney, E. (2016). *Strategies for Postsecondary Students in Developmental Education: A Practice*

Guide for College and University Administrators, Advisors, and Faculty. NCEE 2017-4011. What Works Clearinghouse.

- Blankstein, K. R., & Winkworth, G. R. (2004). Dimensions of perfectionism and levels of attributions for grades: Relations with dysphoria and academic performance. *Journal of Rational-emotive and Cognitive-behavior Therapy*, 22, 267-295.
- Burton, J. W., Stein, M. K., & Jensen, T. B. (2020). A systematic review of algorithm aversion in augmented decision making. *Journal of behavioral decision making*, 33(2), 220-239.
- Chen, J. Y., Lakhmani, S. G., Stowers, K., Selkowitz, A. R., Wright, J. L., & Barnes, M. (2018). Situation awareness-based agent transparency and human-autonomy teaming effectiveness. *Theoretical issues in ergonomics science*, 19(3), 259-282.
- Choi, S. H., & Tipton, S. M. (2016). Examining the role of the school principal in school improvement in South Korea. *Educational Management Administration & Leadership*, 44(3), 496-515.
- Cooper, C. W. (2009). Performing cultural work in demographically changing schools: Implications for expanding transformative leadership frameworks. *Educational Administration Quarterly*, 45(5), 694-724.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130. 903_2
- Creswell, J. W., Shope, R., Plano Clark, V. L., & Green, D. O. (2006). How interpretive qualitative research extends mixed methods research. *Research in the Schools*, 13(1), 1-11.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession*. Washington, DC: National Staff Development Council, 12.
- DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? *Middle school journal*, 39(1), 4-8.
- Gall, Meredith D. "Gall." *JP & Borg (2007. Educational Research. An Introduction. Pearson (2007)*.
- Hildreth, S. P. (2019). *How Public-School Leaders Are Responding To Charter Schools*. The University of North Carolina at Greensboro,
- Jones, N. B. (2017). *An ethological study of some aspects of social behavior of children in nursery school*. In Primate ethology (pp. 347-368): Routledge.
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The relationship between school administrators' leadership styles, school culture, and organizational image. *Sage Open*, 10(1), 2158244020902081.
- Khan, A. W., & Afaqi, G. (2019). Exploring School Leaders'(SLs) Perspectives and Understanding about Globalization and Its Effects on Their Leadership Practices in District Ghizar, Gilgit-Baltistan, Pakistan. *Creative Education*, 10(05), 1037.
- Khan, Y. (2022). The Socio-Cultural Factors Influence on Women's Ability To Become Social Entrepreneurs. *Competitive Education Research Journal*, 3(1), 135-146.
- Lapan, S. D., & Quartaroli, M. T. (2009). Research essentials: An introduction to designs and practices (Vol. 16). *Pakistan Journal of Humanities and Social Sciences*, 11(2).
- Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. The Wallace foundation.
- Riehl, C., & Sipple, J. W. (1996). Making the most of time and talent: Secondary school organizational climates, teaching task environments, and teacher commitment. *American Educational Research Journal*, 33(4), 873-901.

- Shields, C. M., & Sayani, A. N. I. S. H. (2005). *Leading in the midst of diversity: The challenge of our times*. The Sage handbook of educational leadership: Advances in theory, research, and practice, 380-406.
- Simkins, T., Sisum, C., & Memon, M. (2003). School leadership in Pakistan: Exploring the headteacher's role. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 14(3), 275.
- Smith, L. A. (2015). 'Oh, they drink here harder I think': young people and alcohol consumption at three New Zealand secondary school formals. *Journal of Youth Studies*, 18(1), 118- 132.
- Smith, P. A., & Hoy, W. K. (2007). Academic optimism and student achievement in urban elementary schools. *Journal of Educational Administration*.
- Triozzi, B. (2021). *A Biocultural Study of the Populations of the Lower Pescara Valley and Its Hinterland: Health, Diet, and Identity in the 6th-4th c. BC in Abruzzo (Italy)* (Doctoral dissertation, University of Sheffield).
- Zahra, A., Nasir, N., Rahman, S. U., & Idress, S. (2023). Impact of Exchange Rate, and Foreign Direct Investment on External Debt: Evidence from Pakistan Using ARDL Cointegration Approach. *IRASD Journal of Economics*, 5(1), 709-719.
- Zulfiqar, M., Ansar, S., Ali, M., Hassan, K. H. U., Bilal, M., & Rahman, S. U. (2022). The Role of Social Economic Resources Towards Entrepreneurial Intentions. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 19(1), 2219-2253.