Challenges Faced by Principals in Adjusting to School Culture: A Comparative Study of Public and Private Secondary Schools

Saima Ali[1], Dr. Rahim Khan[2]

[1] PhD Scholar, Qurtuba University, Peshawar. Email: saimaaftab643@gmail.com
[2] Associate Professor, Qurtuba University, Peshawar. Email: dr.rahim43@gmail.com

Abstract

The present study was conducted to check the challenges faced by principals in adjusting the school culture. The study was a comparative study between private and public secondary schools. This study seeks to contrast between the public and the private schools in the Rawalpindi District to develop the insights on the topic school culture, the leadership role of the school principal in enhancing the cultural development of the school and the way through which schools adjust to the institutional norms. The District Education Office (DEO) of the Rawalpindi District and Central President Private Schools Association (CPPSA) has stated that there are a total of 1,028 secondary schools in the Rawalpindi district, comprising 520 public and 508 private secondary schools. 440 participants were constituted in the Rawalpindi District on both the government and the privately owned secondary schools. Through the mixed-methods approach to research which involved regression analysis and descriptive statistics, the research points out contrasting results in the cultural adaptation process of the public and the private school principals. The findings of the regression analysis further identified gender and education as significant demographic predictors of cultural adaptation challenges in both sectors, while experience showed limited impact. The study rejects hypotheses concerning the similarity of leadership experiences (H_{01}), the direct link between adaptability and follower trust (H_{02}), and the equivalence of induction training effectiveness and policy execution (H_{03}) between public and private schools. The results underscore the critical need for targeted interventions in public schools, including increased principal autonomy, stabilized policies, enhanced professional development, and robust strategies to build trust and manage resistance.

Keywords: Principals, challenges, school culture, public, private, secondary, Rawalpindi etc

Introduction

The discussion over the role and consequences of private sector involvement in education delivery has garnered heightened academic and policy focus concerning the achievement of Education for All (EFA) goals and Sustainable Development Goals (SDGs) targets (Klees, 2017). The intersection of chronically underfunded public education systems and the rise of private schooling options in developing countries, which have emerged to meet increasing educational demand, have led certain policymakers and development stakeholders to advocate for initiatives that offer financial assistance to private educational institutions. However, the effectiveness of an educational institution is determined by a variety of factors, including skills, expertise, experience, advanced qualifications, dynamism, timely and strategic action, and the ability of the head teacher to absorb and embody the school culture as its leader (Davies, Ellison, & Bowring-Carr, 2005). School principals play a pivotal role in shaping institutional culture, particularly in overcoming entrenched rigidity and fostering an

environment conducive to learning. This transformation requires a blend of leadership acumen, emotional intelligence and strategic change management (Fullan, 2014). In Pakistan, where educational inequalities between the public and private sectors are pronounced, school leaders face unique challenges rooted in bureaucratic, financial, and socio-cultural contexts. This paper examines these challenges through a comparative lens, drawing on empirical research to highlight systemic barriers and opportunities for reform.

As the head of a school or educational institution, the principal has a prominent role to play, particularly in changing a school's adopted culture of rigidity (Fullan, 2002). Moreover, they generally face resistance in promoting a positive learning environment. The personal characteristics of the principal, his or her interpersonal skills, leadership qualities, diplomatic and change management skills, supportive and guiding tactics. Above all, understanding of the psychological behaviour of teachers and administrative staff are the main determinants of the implementation of a dynamic culture without confrontation or resistance in private and, above all, in public schools. Nevertheless, the principals inexperienced in their positions can also diversely impact the implementation process in our country. The study seeks to scrutinise the challenges encountered by principals of private and public sector schools which is a comparative study in Pakistani context. School culture refers to a combination of beliefs, values, norms and traditions that are important for the smooth and progressive functioning of a school (Gruenert & Whitaker, 2015). It has an impact on the behaviour of the staff, their academic performance, which in turn improves the progress of the students and the school. A school culture that has the support of all school stakeholders is conducive to the achievement of both short-term and long-term objectives (Detert, Seashore Louis, & Schroeder, 2001). In this respect, the school principal or headmaster/mistress must therefore take the lead in ensuring that staff members align with, engage in and contribute to the school culture (Turan, & Bektas, 2013). The way things are done during the educational process is included in the school's culture. It involves a variety of elements such as attire, diet, norms, expectations, values, and plenty of other things. It also covers the interpersonal interactions between members of the school community. The imperative for private school leaders to preserve traditions that differ from broader diasporic practices requires a nuanced balance between institutional conformity and progressive adaptation (Sruthi, & KP, 2024). Such leaders are faced with the dual mandate of upholding the entrenched norms inherent in their elite institutions, while judiciously implementing pedagogical and cultural innovations. Renowned for their stringent academic standards and focus on student autonomy in education, private schools necessitate leaders to skillfully balance reputation management with the development of an intellectually supportive environment (Tsarkos, 2025). Complicating this mandate is the significant influence of stakeholders - alumni, benefactors and governing boards - whose vested interests often shape institutional culture. Principals must therefore demonstrate diplomatic acumen in mediating stakeholder expectations and balancing them with the pedagogical and ethical priorities of students and faculty (Day, et al., 2011).

Research Objectives
a) To examine the challenges faced by Principals in adjusting to school culture at public and private schools level

Literature Review
Munawar, & Malik, (2024), there are three long-standing problems with Pakistan's education system. Firstly, access is an issue. Secondly, the quality of education is not good enough. Thirdly, equal opportunities are not available at every level: primary and secondary schools, higher education and vocational education. Despite recent positive developments, such as the rapid growth of private schools and an increase in higher education opportunities, systemic reform continues to be a persistent challenge. Successive governments' inability to reform the system has severely constrained Pakistan's economic and societal development.

MacPhail, (2024), the modern instructional research community has come to recognize that school culture is a key variable in institutional effectiveness and teaching-related enhancements. The concept

of a school culture itself is quite disparate, which implies the notion of institutional ethos, organizational environment, normative rules and paradigms of operationalize. The academic literature accepts school culture as a school-efficacy indicator and critical mediator of education quality that impacts the experiences of all school stakeholders to a significant degree.

Leach & Iyer, (2024), the study of school culture began at the beginning of the twentieth century. It is used as a means of differentiating societies and as an indicator of the presence of a particular society. The primary determinant of a society's existence is its culture. Culture is defined as assumptions, practices, beliefs, habits, and values that shape how people in a society act. Correspondingly, an organization's culture determines its chances of success or failure by shaping its employees' abilities and limitations, which in turn affects innovation and innovation barriers.

Miller et al., (2023), the literature suggests that effective solutions require both micro-level behavioural interventions and macro-level organisational development initiatives. Furthermore, recent studies highlight the critical role of cultural competence in navigating institutional norms and values, particularly in diverse educational settings. Therefore, these challenges are interrelated and often reinforce each other. They create complex environments that require thoughtful and multifaceted approaches to be effectively addressed. This review aims to explore these challenges in depth, drawing on a range of academic sources to provide a comprehensive understanding of the issues involved.

Hussain (2001) identifies the economic issues confronting Pakistan as escalating poverty and unemployment, substantial external and domestic debt, a significant budget deficit, and inadequate investment. In Pakistan, politics is inextricably linked to education, as the education system is overseen by a minister who is a politician rather than an academic (Sultana, 2018). The education system in Pakistan is fraught with several issues that require systematic resolution. Ahmad, Ali, Khan & Khan (2014) examined various challenges confronting the education system in Pakistan, including a lack of uniformity, directionless education, outdated curricula, insufficient quality teachers, inadequate professional development for educators, alarming dropout rates, poor supervisory standards, interference in the education system, and a limited budget for education. This report aims to elucidate several challenges encountered by the Pakistani education system.

The contemporary secondary schools face a complex array of interrelated challenges that require comprehensive understanding and multifaceted solutions. Recent studies have identified several critical areas of concern, including persistent societal pressures (Smith & Johnson, 2022), systemic disciplinary issues (Brown et al., 2023), and chronic patterns of student and staff absenteeism (Wilson & Thompson, 2023). These challenges are compounded by the need to navigate divergent stakeholder expectations (Lee & Martinez, 2023), build and maintain trusting relationships (Davis & Parker, 2022), and overcome institutional resistance to necessary change (Robinson et al., 2023). As García and Fernández (2023) show, these elements do not exist in isolation, but as interrelated components of complex organisational ecosystems, where each challenge potentially exacerbates others through interrelationships. As longitudinal study showed how absenteeism rates directly correlate with disciplinary incidents, while also undermining efforts to build trust (Taylor, 2022). Current research highlights the importance of adopting systemic approaches to address these challenges, with scholars such as Anderson and White (2023) advocating for integrated intervention strategies that take into account these dynamic interrelationships.

Regional works, especially related to education administration in Punjab, politics, specifically points out how bureaucratic levels often make the stakeholders unimportant. These kinds of arrangements also perpetuate the dark side of the political decision-making and politically singled out appointments (Andrabi et al., 2021). In the higher education sector, inefficiencies are even increased by overlapping regulatory models. The elaborate approval systems of the Higher Education Commission, to give one example, tend to slow down academic program authorizations for years, sending the energies of the institution towards non-teaching and research priorities, and increasing inequalities in access and quality. Such bureaucratic challenges can be seen in diverse forms such as the overemphasis on procedural actions rather than student need during the process of admission, testing regimes that focus

on the reinforcement of examination focused learning instead of focusing on critical thinking, and a reluctance to update the curriculum as it is structured due to institutional complexities.

Hypothesis

$H_0 1$. There is no significant difference in the challenges faced by principals in adjusting school culture between public and private schools.

Conceptual Framework

Scholarly discourse has suggested that schools can be rigorously conceptualized as formal organizational entities (Bowen, 2004). This conceptual framework implies that school culture as a construct can be operationalized and assessed using methodologies analogous to those employed in school culture (SC) research, given the structural and functional parallels between institutional and corporate paradigms. For the purposes of this study, SC is defined as the shared understanding among members of an organization's core beliefs, values, norms and operating philosophies (Wallach, 1983). This perspective emphasizes culture not as a fixed set of symbols but as a dynamic, collective process of understanding cultural diversity. Through ongoing interactions, members continually negotiate, challenge and reinforce shared beliefs and practices that shape how work is understood and performed. Moreover, he undertakes a comprehensive analysis of SCs by categorizing them into three distinct typologies: bureaucratic, innovative and supportive (Armenakis, et al., 2011). Typically, the cultural framework of any organization contains elements from each of these categories, albeit to varying degrees.
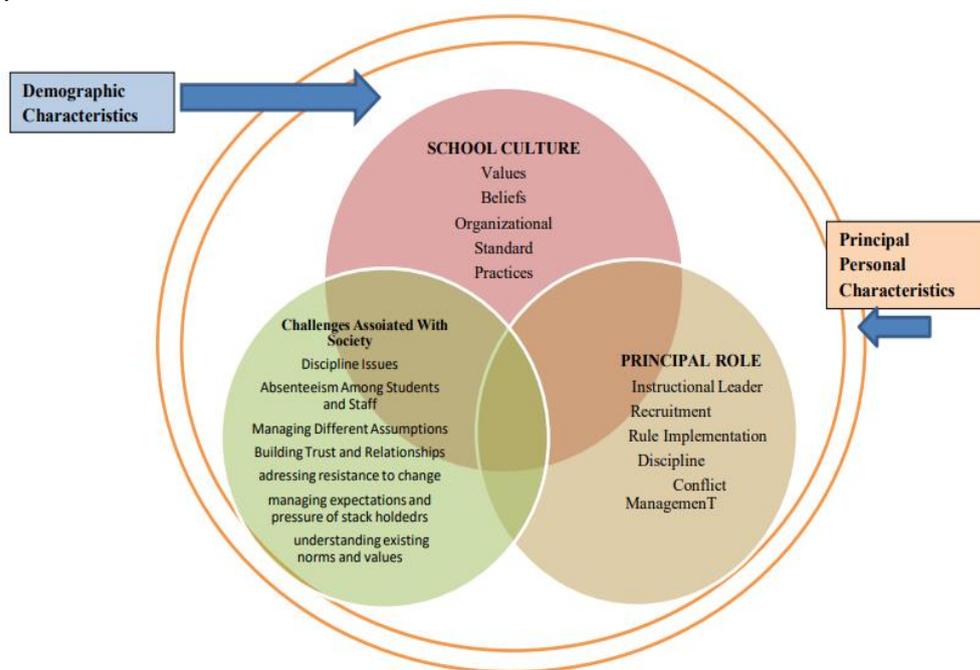

Figure 1 Conceptual Framework

Methodology

The present study employed a survey and correlational design. A survey design is a structure for the collection of data from or about individuals with the objective of describing, comparing or explaining their knowledge, attitudes and behavior. It was considered appropriate to collect data using a random sampling technique. Data were collected using questionnaires. The population of this study consists of all the principals of secondary schools including private and public in the Rawalpindi district of Punjab, Pakistan. The District Education Office (DEO) of the Rawalpindi District and Central President Private Schools Association (CPPSA) has stated that there are a total of 1,028 secondary schools in the Rawalpindi district, comprising 520 public and 508 private secondary schools. This figure constitutes the total population of the study. Both non-probability and probability sampling were used in the present study. At the beginning, a convenient sample technique was used to pick up the

secondary schools within Rawalpindi district with answers focusing on schools in Gujar Khan, Kahuta, Kallar Syedan, Kotli Sattian, Murree, Rawalpindi and Taxila. After choosing private and public schools, stratified random sampling was utilized to pick the principals that would take part in the study. The size of the list of principals in the different secondary schools was established and then the principal participants chosen randomly within these groups. The tools used to collect primary data consist of observing and questionnaires. However, in this study a structured 5-point Likert scale questionnaire was developed focusing on specific challenges faced by school principals in adjusting to school culture. The questionnaire responses include: strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). Based on the challenges suggested by the literature review of this research, the questionnaire was divided into seven main headings. Each was consisted of 5 or 6 items. This study compares the challenges faced by public and private school principals in adapting to school culture in Rawalpindi district, Pakistan. Therefore, the sample of the study consists of all the principals of private and public schools in Rawalpindi district. The study distributed 452 questionnaires among the principals while 440 were received in complete form which were further categorized into 220 private while 220 public schools. Moreover, out of 220 private school principals, 143 are male while 77 are female. However, out of 220 public school principals, 163 are male while 57 are female. In summary, out of 440 respondents, 306 are male while 134 are female.

Data Analysis
The higher the Cronbach s Alpha coefficient the greater the internal consistency and thus the more the items have measured the construct with greater precision (Hair et al., 2010). George and Mallery (2019) also help to with the interpretation of the coefficient, stating that values lower than 0.50 would be unacceptable, 0.50-0.59 would mean poor, 0.60-069-farcical, 0.70-0.79-just acceptable, 0.80-0.89-good, and above of 0.90-excellent reliability. Based on these benchmarks, a Cronbach Alpha of 0.70 and above is considered to be acceptable in empirical research and thus justifies the appropriateness of the instrument as far as the study objectives are concerned. Regression model is included in the study to check the effect of selected independent variables on the dependent variable.

Results & Discussions
Cronbach's Alpha Values for the Dimensions and Constructs

Variable	Dimension	Cronbach Alpha Values	Cronbach Overall Alpha
DIS	Item1	0.6844	
DIS	Item2	0.6477	
DIS	Item3	0.8741	
DIS	Item4	0.6694	
DIS	Item5	0.6803	0.7620
ABS	Item6	0.9208	
ABS	Item7	0.9245	
ABS	Item8	0.8309	
ABS	Item9	0.8477	
ABS	Item10	0.8301	0.9016
MAN	Item11	0.7448	
MAN	Item12	0.7582	
MAN	Item13	0.7503	
MAN	Item14	0.7100	
MAN	Item15	0.8221	
MAN	Item16	0.8224	0.8010

Table presents Cronbach's alpha coefficients, a psychometric measure of internal consistency

reliability, for several constructs (variables) and their constituent items. Each construct consists of several items, and both item-level and aggregate reliability measures are provided. Cronbach's alpha values ≥ 0.70 are conventionally considered acceptable, although thresholds may vary by discipline. The following analysis interprets the reliability and item-level contributions of the constructs. The results show that DIS (α = 0.762) has acceptable reliability in the scores. Similarly, ABS (α = 0.902) and MAN (α = 0.801) show strong internal consistency.

Reliability test Results

S. No.	Construct (Factor)	AIC	No. of Items	SRC
1.	Discipline of students and staff (DIS)	0.66621	5	0.7620
2.	Absenteeism of staff and students(ABS)	1.30922	5	0.9016
3.	Managing different assumption(MAN)	0.80970	6	0.8010

The Discipline of Students and Staff (DIS) construct shows a Cronbach's Alpha (AIC) of 0.66621 across 5 items, resulting in a Scale Reliability Coefficient (SRC) of 0.7620. This indicates a moderate level of reliability, meaning that the items within this factor demonstrate reasonable consistency in measuring the construct, although there may be opportunities for refinement to improve precision. The staff and student absenteeism (ABS) construct has an AIC of 1.30922 and an SRC of 0.9016. This high reliability coefficient indicates a high internal consistency across the five items assessed. Similarly, Managing Different Assumptions (MAN) has a strong SRC of 0.8010 and an AIC of 0.8097, which means that the measure is accurate but also leaves room for small improvements.

Linear Regression Findings of Private and Public Schools using DIS

m_DIS	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Gender	-.008	.001	-6.94	0	-.011	-.006	***
Age	-.007	.002	-2.99	.003	-.012	-.002	***
exp_year	0	0	0.22	.828	0	0	
Edu	.002	.001	2.67	.008	.001	.004	***
Constant	.951	.016	60.71	0	.92	.982	***

Mean dependent var	0.960		SD dependent var	0.009			
R-squared	0.237		Number of obs	220			
F-test	16.741		Prob > F	0.000			
Akaike crit. (AIC)	-1493.757		Bayesian crit. (BIC)	-1476.789			

m_DIS	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Gender	-.027	0	-56.70	0	-.028	-.026	***
Age	-.027	.001	-36.62	0	-.029	-.026	***
exp_year	0	0	-0.42	.673	0	0	
Edu	-.004	.001	-3.74	0	-.006	-.002	***
Constant	1.567	.02	78.92	0	1.528	1.606	***

Mean dependent var	1.380		SD dependent var	0.015			
R-squared	0.861		Number of obs	220			

F-test		1315.609	Prob > F		0.000	
Akaike crit. (AIC)		-1923.253	Bayesian crit. (BIC)		-1906.285	

*** p<.01, ** p<.05, * p<.1

Table panel A shows the results of the OLS regression analysis using hypothesis 3 for private schools. The F-test shows 16.74 with p-value 0.000 indicating a significant model in macro perspectives. Furthermore, the R-squared shows 0.24 using gender, age, experience and education as explanatory variables and DIS as the response variable. In micro perspective, Gender, Age and Education show significant coefficients with p-value less than 0.05. However, the variable Experience shows statistically insignificant results for the model. Table, panel B shows the results of the OLS regression analysis using hypothesis 3 for public schools. The F-test shows 1315.61 with p-value 0.000 indicating a significant model in macro perspectives. Furthermore, the R-squared shows 0.86 using gender, age, experience and education as explanatory variables and DIS as the response variable. In micro perspective, Gender, and Education show significant coefficients with p-value less than 0.05. However, the variable Age and Experience show statistically insignificant impact on DIS construct for the model considering public schools. Though, when comparing private and public schools, both models show that experience is insignificant when considering the DIS construct. Moreover, in private schools, age contributes a significant effect, whereas in public schools, age does not contribute significantly in considering DIS construct. Furthermore, in terms of overall model significance, both models show statistically significant F values with p-values of 0.000.

Linear Regression Findings of Private and Public Schools using ABS

m_ABS	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Gender	-.004	.002	-2.32	.021	-.007	-.001	**
Age	.008	.003	2.58	.011	.002	.014	**
exp_year	0	0	-0.22	.828	0	0	
Edu	-.003	.001	-2.67	.008	-.005	-.001	***
Constant	1.099	.021	52.51	0	1.058	1.14	***
Mean dependent var		1.063	SD dependent var		0.012		
R-squared		0.192	Number of obs		220		
F-test		12.813	Prob > F		0.000		
Akaike crit. (AIC)		-1366.279	Bayesian crit. (BIC)		-1349.310		

*** p<.01, ** p<.05, * p<.1

m_ABS	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Gender	.007	0	29.52	0	.006	.007	***
Age	-.021	0	-58.93	0	-.022	-.02	***
exp_year	0	0	0.42	.673	0	0	
Edu	.002	.001	3.74	0	.001	.003	***
Constant	.85	.01	89.15	0	.831	.869	***
Mean dependent var		0.835	SD dependent var		0.009		
R-squared		0.975	Number of obs		220		
F-test		2111.889	Prob > F		0.000		
Akaike crit. (AIC)		-2245.878	Bayesian crit. (BIC)		-2228.910		

*** p<.01, ** p<.05, * p<.1

Table shows the results of the OLS regression using demographic determinants to influence the ABS construct for private schools in Rawalpindi district. Similar to the DIS construct, experience shows statistically insignificant results for the model using data for private schools. However, also at the micro level, gender, age and education show significant coefficients with p-value less than 0.05. Furthermore, the F-stat shows 12.81 with a p-value of 0.000, confirming the significance of the model. However, the R-squared shows 0.19 which also confirms a weaker impact of demographics on ABS in Rawalpindi district. Table reports the results of OLS regressions using demographic effects on ABS for public schools in Rawalpindi district. Similar to private schools, the results show similar results and again experience shows insignificant coefficients. In terms of F-statistics, when compared to private it shows higher value 2,111.89 with p-value of 0.000 which confirms that the model significantly demonstrates the relationship between demographics and ABS for public school in Rawalpindi district. Moreover, the R-squared shows 0.87 which shows highly significant model in terms of explaining ABS construct for public schools in Rawalpindi district. A comparison of the public and private schools reveals a similar coefficient for the variables, with the exception of education, for which statistically significant findings are observed in Rawalpindi district. The R-squared values for private and public schools are 0.19 and 0.87, respectively, which corroborate the influence of demographic factors on the ABS construct, as evidenced by the findings.

Linear Regression Findings of Private and Public Schools using MAN

m_MAN	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Gender	-.007	0	-15.09	0	-.008	-.006	***
Age	.001	.001	1.23	.219	-.001	.003	
exp_year	0	0	0.22	.828	0	0	
Edu	.001	0	2.67	.008	0	.002	***
Constant	.83	.006	130.01	0	.818	.843	***

Mean dependent var	0.839		SD dependent var	0.005	
R-squared	0.551		Number of obs	220	
F-test	66.056		Prob > F	0.000	
Akaike crit. (AIC)	-1888.459		Bayesian crit. (BIC)	-1871.490	

*** p<.01, ** p<.05, * p<.1*

m_MAN	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Gender	-.013	0	-35.98	0	-.014	-.012	***
Age	.033	.001	59.02	0	.032	.034	***
exp_year	0	0	0.42	.673	0	0	
Edu	.003	.001	3.74	0	.001	.005	***
Constant	1.104	.015	73.62	0	1.074	1.133	***

Mean dependent var	1.238		SD dependent var	0.015	
R-squared	0.878		Number of obs	220	
F-test	2393.017		Prob > F	0.000	
Akaike crit. (AIC)	-2046.827		Bayesian crit. (BIC)	-2029.859	

*** p<.01, ** p<.05, * p<.1*

Table presents the findings of a regression analysis using demographic data from private schools in the Rawalpindi district. The results demonstrate that, in a manner similar to that observed in DIS

(public) schools, the age and experience of private school principals in Rawalpindi district do not yield statistically significant outcomes in terms of impact using private school demographic impact MAN. The gender and education variables demonstrate a statistically significant impact, with corresponding p-values of 0.000. Nevertheless, the R-squared value is 0.55, while the F-statistic is 66.06, with a corresponding p-value of 0.000. Table illustrates the impact of public school principals' demographics on MAN, employing the OLS regression technique to test Hypothesis 3. As with ABS (private and public) and DIS (private) schools, the findings demonstrate that experience demographic has an insignificant outcome. The F-statistic demonstrates a superior value (2393.02) with a corresponding p-value (0.000), thereby confirming that the model's overall impact is highly significant for the Rawalpindi district. Similarly, the R-squared value of 0.87 indicates a superior estimation of the overall impact of demographic factors on MAN in the analysis.

Conclusion

The study rejects hypothesis H_O1, as the results show significant differences in the leadership experiences of public and private school principals. Private school principals reported a smoother transition to school culture, which they attributed to well-defined policies, strong institutional support, and clear expectations. In contrast, public school principals struggled with bureaucratic inefficiencies, ambiguous administrative hierarchies, and political interference that hindered their ability to effectively shape school culture. The study further refutes the null hypothesis H_02, as resistance to change emerged as a significant barrier for public school principals. Respondents highlighted the challenges posed by entrenched mindsets, administrative inertia, and a lack of positive reinforcement for new initiatives. This corroborates Kotter's (2012) argument that rigid organisational structures amplify resistance to change, particularly when employees are unmotivated or lack a clear understanding of proposed reforms. In contrast, private schools exhibited greater adaptability in implementing novel policies and addressing the evolving needs of their school communities, underscoring the importance of institutional responsiveness in effective leadership (Cheng, 2022). The study also refutes Hypothesis H_03, highlighting significant disparities in the effectiveness of induction training programs between public and private schools. Private schools offer structured, continuous training programs that enhance teacher preparedness and professional development. Conversely, public sector induction programs are frequently inconsistent, under-resourced, and devoid of follow-up mechanisms, consequently yielding limited impact (Darling-Hammond, 2021). These findings are consistent with research emphasizing the pivotal role of high-quality induction programs in nurturing continuous professional development, thereby equipping teachers with the confidence and competencies essential for effective classroom management. The discrepancy in the quality of training between public and private schools underscores a critical policy gap, emphasizing the necessity for equitable access to professional development opportunities across the education sector.

References

Ahmad, I., Rauf, M., Rashid, A., ur Rehman, S., & Salam, M. (2013). Analysis of the problems of primary education system in Pakistan: Critical review of literature. *Academic Research International*, *4*(2), 324.

Anderson-McKenzie, K. (2023). *Leading Effective Schools During a Pandemic: Principals' Perceptions on the Challenges, Opportunities, and Adaptations in Three Selected Primary Schools Situated in a Rural Area in Jamaica* (Doctoral dissertation, The University of the West Indies Open Campus (Barbados)).

Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990s. *Journal of Management*, *25*(3), 293-315.

Bowen, G. L. (2004). Social organization and schools: A general systems theory perspective. *P. Allen-Meares, Social Work Services in Schools (4th ed.). Boston: Allyn and Bacon*.

Brown, M. (2023). *Teachers' experiences of participation in performance appraisal in an English Academy School: navigating bureaucratic compliance and professional*

accountability (Doctoral dissertation, University of Sussex).

Davies, B., Ellison, L., & Bowring-Carr, C. (2005). *School leadership in the 21st century: Developing a strategic approach*. Psychology Press.

Day, C., Sammons, P., Leithwood, K., Hopkins, D., Gu, Q., Brown, E., & Ahtaridou, E. (2011). *Successful school leadership: Linking with learning and achievement*. McGraw-Hill Education (UK).

Detert, J. R., Seashore Louis, K., & Schroeder, R. G. (2001). A culture framework for education: Defining quality values and their impact in US high schools. *School effectiveness and school improvement*, *12*(2), 183-212.

Fullan, M. (2002). Principals as leaders in a culture of change. *Educational leadership*, *59*(8), 16-21.

Gruenert, S., & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. ASCD.

Klees, S. J. (2017). Will we achieve education for all and the education sustainable development goal?. *Comparative Education Review*, *61*(2).

Leach, C. W., & Iyer, A. (2024). Moral improvement of self, social relations, and society. *Annual Review of Psychology*, *75*, 295-310.

MacPhail, I. D. (2024). *The Influence of Independent Secondary School Heads on Shaping Organizational Culture*. University of Kentucky.

Munawar, A., & Malik, S. (2024). In relationship of Nature of Schooling with Accessibility and Quality of Education at the Secondary School Level. *Journal of Educational Research and Social Sciences Review (JERSSR)*, *4*(3), 38-56.

Sruthi, S., & KP, S. M. (2024). Cultural Adaptation in Educational Systems: Strategies for Integrating Diverse Cultural Values. *ISHAL PAITHRKAM*, (39).

Taylor, A. R. (2023). *Perception and Practices of Parents and Teachers on Educating African American Students During a Global Pandemic or Times of School Closures* (Doctoral dissertation, University of Houston-Clear Lake).

Tsarkos, A. (2025). Empowering Educational Excellence: A Comprehensive Analysis of Servant Leadership's Role in Enhancing School Effectiveness. In *Navigating Leadership and Policy Management in Education* (pp. 203-234). IGI Global Scientific Publishing.

Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of Educational Research, 52,* 155-