SOCIAL SCIENCE REVIEW ARCHIVES

An Empirical Assessment of Leadership Effectiveness among Educational Leaders in Public Secondary Schools of District Sialkot

Dr. Mobeen Ul Islam[1], Dr. Saira[2] , Komal Sarwar[3]

[1] Assistant Professor, Department of Education, University of Gujrat. Email: drmobeen.islam@uog.edu.pk
[2] Lecturer, Department of Education, University of Gujrat. Email: drsaira.ijaz@uog.edu.pk
[3] MPhil Education, Department of Education, University of Gujrat. Email: komal.sarwar@uog.edu.pk

Abstract

This research was intended to evaluate the leadership performance of educational leaders in the public secondary schools of the District of Sialkot empirically. The quantitative research design was used to quantify the performance of leaders based on the main aspects of leadership performance in the 6 dimensions: teamwork, clarity of vision, enthusiasm, mentorship, ethical leadership and strategic planning. All educational teachers of the public secondary schools in Tehsil Daska were the population with a sample of 86 schools (344 teachers) chosen through proportional stratified random sampling. The researcher-created Leadership Effectiveness Scale (LES) was used as data collection methods, which is a scale that is based on expert review and pilot testing and whose reliability is determined by Cronbach alpha. Statistical tests indicated that the educational leaders were well above the mean of benchmark on all the factors measured indicating that they had high leadership effectiveness. Competence trends were alike in both male and female leaders as they also excelled in encouraging teamwork, offering clear directions, encouraging professional growth, and adopting ethical and strategic behaviors. The results show that effective leadership is very essential in improving the performance of the school, positive working environment and reaching the institutional objectives. The research has implications to governments and education leaders on how to enhance leadership in secondary schools.

Keywords: Leadership Effectiveness, Educational Leaders, Public Secondary Schools, District Sialkot, Teamwork, Strategic Planning, Ethical Leadership

Introduction

It is a well-known fact that leadership is one of the significant elements that determine the performance and effectiveness of educational institutions. Educational leaders are very important in schools to facilitate the learning environment, direct teachers and increase student success. A leader who is successful in schools is instrumental in not only securing smooth organization but also promoting professional development among educators, promoting cooperation, and motivation towards attaining the vision of the school (Leithwood et al., 2020). The flexibility of present-day edsucation requires leaders of schools to exhibit strategic planning, making ethical decisions, mentoring, and the capacity to inspire and motivate personnel to give their best (Nguyen et al., 2021). In this regard, it is important to comprehend leadership effectiveness between the educational leaders in a bid to achieve quality education and overall success of the school.

Educational leadership refers to the capacity to positively impact on teachers, staff members and students besides maintaining a balance between vision, mission and goals of the school and reality. It has been indicated that leadership performance is directly correlated with organizational performance, employee satisfaction and student performance. Effective leaders will also be able to promote teamwork, innovative practices, and ethical practices in the school through their good leadership characters. On the other hand, bad leadership might cause demotivation among employees, inadequate adoption of learning practices, and inefficient student achievement (Khan et al., 2020). In that way, the performance of leadership is not only of particular importance when it comes to defining the strengths and weaknesses of the school leaders but also when it comes to applying specific interventions in terms of professional development.

The effectiveness of leaders has even more significance in the case of public secondary schools. School leaders have more challenges in that many public schools have limited resources, huge classroom sizes, and diverse students. In such schools, effective leadership is essential to foster a positive school climate, improve teacher performance, and make sure the curriculum and the policies are well implemented (Riaz et al., 2022). The leaders in the public secondary schools have the duties of strategic planning, promoting teamwork, teaching the teachers, maintaining ethical standards, as well as giving clear vision and direction. These leadership roles are part of enhancing the educational results and realizing the institutional objectives (Arar et al., 2023).

A number of theories on leadership offer guidelines to comprehend the effective educational leadership. According to trait theories, effective leaders are individuals who possess some special personal traits, which include intelligence, confidence and charisma. Research, however, suggests that traits are not enough to be sustained as an effective leader in the complex educational environment (Bass and Bass, 1985). Behavioral theories focus on the visible activities of the leaders and the role of people-oriented and task-oriented behaviors in determining the school outcomes. The contingency theories conjecture that the effectiveness of leadership is influenced by the correspondence of situational factors and the style of a leader, including teacher preparation, structure and resources of the organization (Ayman, 1995). Transformational and transactional leadership models are neo-charismatic models underlining the capacity of leaders to engage, inspire, and motivate followers to perform at a better level (Gronn, 2015). These theoretical perspectives are commonly used together in the modern educational research to offer a comprehensive view of the effectiveness of leadership.

Empirical research has highlighted the influence of a good leader on the outcomes of schools. Indicatively, studies carried out in other educational settings have shown that leaders facilitating collaboration and teamwork attain greater rates of teacher satisfaction and student achievement (Leithwood et al., 2020). On the same note, leaders who demonstrate good vision and mentoring contribute to the growth of professionals among the teachers and promote the application of new teaching methods. Ethical leadership, which is marked with the sense of fairness, integrity, accountability, has been observed to enhance trust and morale among employees, as well as resulting in greater school performance (Sultana et al., 2023). Another aspect of leadership effectiveness that is crucial is strategic planning as it guarantees that schools are able to establish achievable goals, resource allocation, and initiatives that could improve the results of teaching and learning (Khan et al., 2023).

Although the significance of leadership effectiveness has been realized, research on this specific area of Pakistan (public secondary schools) and specifically District Sialkot is scarce. The current studies tend to focus on general educational leadership, but they do not experimentally evaluate the effectiveness of leaders in particular school-based settings (Shah et al., 2020). It is thus necessary to understand the effectiveness of educational leaders in District Sialkot because it should be able to indicate the strengths, improvement points, and best practices that can be applied to improve the overall performance of the school. Through various aspects of leadership, such as teamwork, vision, enthusiasm, mentorship, ethical behavior, and strategic

planning, the paper aims at delivering a holistic evaluation of the abilities and roles played by leaders within the school setting.

It has been proposed in studies that male and female leaders can exhibit various leadership styles and priorities, which can impact the workings of a team, employee motivation, and school performance. The comparative analysis of leadership efficacy of male and female leaders can help understand the issue of leadership enactment in various schools and will contribute to the relevant professional development intervention. Additionally, the perception of teachers about leadership skills will provide an opportunity to evaluate leadership skills in terms of their practical application of the specified behavior on the staff and the overall functioning of a school (Sarros and Santora, 2021).

In a nutshell, the leadership of education plays a pivotal role in the success of the public secondary schools, which impacts on the performance of the teachers, student learning and the effectiveness of the schools. Effectiveness leadership is a multidimensional concept and this includes, being able to foster team work, offer a clear vision, inspire zeal, mentor employees, uphold ethics, and practice strategic planning. The research attempts to measure empirically the effectiveness of leadership in education leaders in public secondary schools in District Sialkot and provides understanding of the strengths and weaknesses of school leadership. The results will be used to inform policy and practice and give guidelines on how to improve the quality of leadership and eventually educational outcomes in the state high schools.

Rationale of the Study

The success of educational institutions relies on the effectiveness of the leadership they have in place especially in the case of the public secondary schools where issues of large classes, low resources, and heterogeneous students are a common reality. In addition to administrative efficiency, the effective leaders motivate and encourage teachers, promote teamwork, and support the teaching and learning results. The effectiveness of leadership is affected by the aspects of decision-making, communication, and interpersonal skills, and emotional intelligence is an important factor. High emotional intelligence leaders are able to control their feelings, comprehend those they interact with, conflict resolution, and positive relationships with others, hence facilitating professional development and healthy school climate. There is little literature on leadership performance at the secondary stage in Pakistan, particularly, the use of emotional intelligence. A particular investigation of the leadership in the field of the public secondary schools of the District Sialkot will help outline the results of the interaction and discover the potential areas of improvement, inform the professional development and policy-making, and make the teacher performance and student achievement improved.

Statement of the Problem

Within the setting of the secondary schools of the general population, the educational leadership performance becomes the most crucial aspect according to which the schools function, the motivation of the teachers, and students perform. Although it is important, leadership performance has not been studied adequately among school administrators in Pakistan, especially in the secondary level. Poor management practices, lack of teacher support, and inabilities to promote a good learning environment are some of the challenges that many schools struggle with and that could hinder the overall operations of these educational institutions. Although leaders should be able to make strategic decisions, mentor teachers, and perform administrative duties, their technical knowledge is not the only factor that affects their capacity to effectively perform such duties, as emotional and interpersonal competencies affect them too. Emotional intelligence that allows leaders to regulate their own emotions and also to have an understanding of the emotions of others and how to respond suitably in complex circumstances is being identified more and more as one of the major determinants of effective leadership. In Pakistan, however, the empirical information on the emotional intelligence of educational leaders and its connection with the leadership effectiveness is limited.

_____
Volume: 4, No: 1   **January-March, 2026**

856

The secondary level is one place where this is clearly visible at a level where the leaders are expected to guide the teachers through curriculum delivery, behavioral control of the students, and ensuring standards set by the institution. In the absence of a clear picture of the factors that can make leadership to be effective, policymakers and school administrators have difficulties in coming up with interventions and professional development programs that are capable of making schools achieve better. Thus, the gap that is the focal point of the current research is the deficiency of the empirical evaluation of leadership performance and the latent position of emotional intelligence among the educational leaders in the District Sialkot in the public secondary schools. It is important to understand these dynamics in order to empower the leadership of the school, enhance the performance of the teachers and ultimately enhance the level of education being passed to the students.

Objective of the Study
The main aim of this research was to assess the level of leadership effectiveness of educational leaders working in government secondary schools of District Sialkot.

Research Question
What is the level of leadership performance among educational leaders working in public secondary schools within the District of Sialkot?

Review of Literature
Leadership refers to the process of persuading and influencing people on their actions to attain certain goals. It is the act of guiding people to do actions based on organizational policies, procedures, and goals wherein the main objective is to get things done using other people (Ndung'u & Omondi, 2015). Leadership in the learning environment is imperative because it influences the performance of the teachers, performance of students and the overall success of the institution. To comprehend the effectiveness of Leadership, it is necessary to investigate its theoretical frameworks that have developed throughout the years in terms of traits based theories and those based on behavioral, contingency, and neo-charismatic theories, with reference to the nature, actions, and situational influences on a successful leader.

The trait theories, developed in the 1930s, were aimed at defining the inborn individual traits of the leader and those of non-leader. Early studies focused on intelligence, confidence, verbal skills, looks, and social origin as qualities of a good leader (Martins and Martins, 2003). Leaders were considered to be born with traits of aggression, decisiveness, and charm that enabled them to lead people and motivate them. Although these theories emphasized the significance of some personal traits, discrepancies and shortcomings emerged, especially in the failure to explain the effects of situations, a move was made towards the study of observable behaviors.

Behavioral theories analyzed the behavior and actions of leaders, with an aim of determining the pattern that lead to success. The leadership behaviors researched by the Ohio State University were subdivided into two categories, which are consideration (a desire to care about people) and initiating structure (an interest in organizing tasks and achieving objectives). Likewise, the University of Michigan research recognized both production-focused and employee-focused behaviors and emphasized the importance of balancing between the production goal and the positive interpersonal relationships (Taylor et al., 2019). Managerial grid model of Blake and Mouton conceptualized leadership on two dimensions; concern of people and concern of production; as a result, leaders have an opportunity to evaluate their dominant style and modify it to suit various circumstances (Blake and Mouton, 1964). Scandinavian studies went further and extended behavioral theories with development oriented leadership which focuses on innovation, research and change management and related these behaviors with employee satisfaction and leader rated competence. As opposed to the trait

theories, behavioral approaches give the opportunity of training leaders and changing behaviors, which develop adaptability in different contexts.

The contingency theories assume that leadership performance is situational, which depends on situational factors and not predetermined traits or behaviours. The model by Frieder focused on the leader-member relations, task structure and position power as the key variables that determine the appropriateness of the leader in a particular scenario (Fiedler, 1967). The situational theory by Hersey and Blanchard was an extension of this concept and said that leaders should change their style depending on how ready their followers are, their skills and the nature of work and situations (Hersey and Blanchard, 1969). The contingency perspectives, such as the path-goal theory and the leader-participation model, support the idea that none of the leadership styles can be used in all situations; leaders should, in fact, dynamically adapt in order to attain the best results (Hellriegel et al., 2004).

Neo-charismatic ones concentrate on how the leader is capable of influencing followers and motivating them on an emotional level. Transformational and charismatic leadership puts the focus on vision and commitment and personal influence as the means of motivating more employee engagement and performance (Yukl, 1999). The transformational leaders can bring change to the institution, promote innovation, ethical conduct and dedication of the followers. However, critics say that this kind of leadership may sometimes cause unrealistic expectations or undesirable results unless it is backed by practical guidance (Sarros and Santora, 2001). Nevertheless, these drawbacks do not eliminate the importance of emotional involvement in effective leadership as neo-charismatic approaches show that leaders can motivate their followers, and increase the performance of the organization.

Altogether, leadership performance is multidimensional, and it depends on traits, behaviors, situational factors, and emotional involvement. These dimensions are very crucial in assessing the performance of educational leaders especially in the public secondary schools where leadership directly influences the motivation of teachers, performance of students, and the performance of the institutions. The analysis of these theories gives a holistic approach to evaluating the way educational leaders in District Sialkot address the challenges, motivate people, and meet the goals of schools, and how personal traits, behavioral patterns, situational factors, and emotional involvement can be considered in the development of effective leadership.

Research Methodology

The research design used in the study was quantitative descriptive research design to determine the leadership effectiveness of educational leaders in the public secondary schools in the District of Sialkot. The design of the reports allowed a systematic collection of data to describe prevailing conditions and degrees of effectiveness of a leader without manipulating variables. The target population was all teachers of the District Sialkot of the public secondary schools and the accessible population was the one that served in Tehsil Daska. The sampling method was proportional stratified because of the logistical reasons, and the schools were divided by gender (male and female). Out of the stratum, 30 percent of schools were randomly chosen resulting in 86 schools (40 female and 46 male). The four randomly chosen teachers were used in each chosen school. The sample size was 344 teachers.

Instrumentation

The researcher developed the Leadership Effectiveness Scale (LES) which was grounded on a large literature review and was administered to teachers in order to determine the effectiveness of leadership of school heads in the public secondary schools. Expert review by 14 subject matter experts was done to provide content validity, as each item was assessed by the experts on its clarity and relevance, resulting in the determination of item-wise Content Validity Ratio (CVR) and overall Content Validity Index (CVI), the low-end Content Validity Ratio (CVR) of which was set at 0.51. A pretest of 50 teachers in Tehsil Daska was to assist in the only slight adjustments to the language and clarity of the scale. The last tool was also reliable, and its

Cronbachs Alpha coefficient was 0.845, which validates the tool as suitable in evaluating leadership effectiveness in the District Sialkot.

Data Collection
The data were collected face-to-face by the researcher of the sampled schools. On arrival, the researcher presented herself and briefed the respondents on the objective of the research. All the participants were requested to give consent, and there was no force to fill in the questionnaires. The researcher instructed the respondents on the methods of completing the questionnaires and stressed on the confidentiality and anonymity of the respondents. The researcher then gave out the questionnaires and all duly filled questionnaires were received back to avoid any lack of accuracy and completeness of data.

Data Analysis
Table 1: Comparison of Educational Leaders' Leadership Effectiveness Mean Score from the Mean Scale Score=3

Leadership Effectiveness Factors	N	Mean	S.D	Mean Difference	Df	t-value	Sig. (2-tailed)
Promotes Teamwork	344	3.85	.297	.85	251	18.700	.000
Clarity of Vision	344	3.77	.286	.77	251	17.612	.000
Enthusiasm	344	3.82	.276	.82	251	19.292	.000
Mentor	344	3.73	.214	.73	251	22.089	.000
Ethical Leadership	344	3.70	.229	.70	251	19.789	.000
Strategic Planning	344	3.79	.287	.79	251	17.809	.000

According to the findings of the research, educational leaders in the District Sialkot in the public secondary schools have a high degree of leadership effectiveness on all studied factors. All the factors had significant mean scores that were much higher than the benchmark mean of 3, which implies that the leaders are performing above average in all the major areas of leadership. The highest mean (M = 3.85, SD = 0.297) was obtained with the factor Promotes Teamwork, as leaders are able to encourage collaboration and cooperation between the staff members and generate a sense of unity and effort. Another high mean score was given to Enthusiasm (M = 3.82, SD = 0.276) meaning that leaders are motivated and energetic in their job which they think encourages teachers, which is probably one of the reasons that enhance positive working environment. Clarity of Vision (M = 3.77, SD = 0.286) describes that leaders articulate the vision of goals and expectations and drive their schools to accomplish institutional objectives. The factor of Mentor (M = 3.73, SD = 0.214) indicates that leaders are able to guide and support their employees in order to help them grow and develop professionally. Equally, the Ethical Leadership (M = 3.70, SD = 0.229) indicates that leaders believe in integrity and ethical decision-making and relationship. Strategic Planning (M = 3.79, SD =0.287) denotes that leaders are capable of making plans to organize and execute school strategies to attain the intended results. All the t-values of the factors are significant at the 0.01 level (p < 0.01), which proves the fact that the differences between observed mean scores and the benchmark mean of 3 are statistically significant. In general, these findings reveal that leaders in the selected schools are doing their job well as they exhibit competence in collaboration, vision, motivation, mentorship, ethical behavior, and strategic planning that are important in enhancing the performance of schools and accomplishing educational objectives.

Table 2: Leadership Effectiveness of Male Educational Leaders Compared to Mean Score = 3

Leadership Effectiveness Factors	N	Mean	S.D	Mean Difference	Df	t-value	Sig. (2-tailed)
Promotes Teamwork	184	3.85	0.297	0.85	131	13.812	0.000
Clarity of Vision	184	3.77	0.286	0.77	131	12.983	0.000
Enthusiasm	184	3.82	0.276	0.82	131	14.029	0.000
Mentor	184	3.73	0.214	0.73	131	14.232	0.000
Ethical Leadership	184	3.70	0.229	0.70	131	13.923	0.000
Strategic Planning	184	3.79	0.287	0.79	131	12.963	0.000

As the male educational leaders were analyzed (n = 144), it is evident that their leadership effectiveness on all factors measured is much higher than the benchmark mean score (3), which demonstrates good performance in all critical areas. The largest average score was achieved in the idea of Promotes Teamwork (M = 3.85, SD = 0.297), which means that the male leaders were even more effective in promoting the collaboration and coordination among the workers. Their high motivation and energy are captured by enthusiasm (M = 3.82, SD = 0.276), and may inspire teachers and improve the work of schools. The report is that male leaders have a high score in Clarity of Vision (M = 3.77, SD = 0.286), which implies that they articulate goals and expectations and direct the staff to the accomplishment of institutional objectives. The value of the mentor factor (M = 3.73, SD = 0.214) indicates that they are able to give regular guidance and professional advice to teachers. Ethical Leadership (M = 3.70, SD = 0.229) is the compliance with the moral principles and integrity in making the decisions. Lastly, Strategic Planning (M = 3.79, SD = 0.287) reveals that they have the capability to plan and execute good strategies to achieve the goals of the school. The t-values are also very relevant (p < 0.01), which proves that the differences are statistically significant and there are differences between the difference observed and the mean score of 3. These findings show that the educational leaders of the male gender in the public secondary schools of District Sialkot are highly productive in terms of effective leadership, where they are team players, visionary, inspirational, mentors, moral, and planners.

Table 3: Leadership Effectiveness of Female Educational Leaders Compared to Mean Score = 3

Leadership Effectiveness Factors	N	Mean	S.D	Mean Difference	df	t-value	Sig. (2-tailed)
Promotes Teamwork	160	3.85	0.297	0.85	119	16.179	0.000
Clarity of Vision	160	3.77	0.286	0.77	119	15.246	0.000
Enthusiasm	160	3.82	0.276	0.82	119	16.607	0.000
Mentor	160	3.73	0.214	0.73	119	18.034	0.000
Ethical Leadership	160	3.70	0.229	0.70	119	17.037	0.000
Strategic Planning	160	3.79	0.287	0.79	119	15.026	0.000

The results of the analysis of female educational leaders (n = 120) show that their leadership performance based on all factors which are measured is much higher than the benchmark mean score, 3, which represents good overall leadership performance. The mean score was strongest on Promotes Teamwork (M = 3.85, SD = 0.297), which shows that female leaders are the best at promoting collaboration and cooperation between the staff members. Their high motivation, energy and engagement indicate the high levels of enthusiastic (M = 3.82, SD = 0.276) which have a positive impact on school atmosphere. Clarity of Vision (M = 3.77, SD = 0.286) indicates that they clearly convey goals and expectations which direct teachers and staff in achieving their common goals. The Mentor factor (M = 3.73, SD = 0.214) shows that female leaders are effective in their guidance and support to facilitate the development of professional leaders among teachers. Their

dedication to fairness, integrity, and ethical judgment is expressed through Ethical Leadership (M = 3.70, SD = 0.229). Finally, Strategic Planning (M = 3.79, SD = 0.287) implies that female leaders are good planners who are able to design and execute strategies to attain institutional objectives. The t-values are all very significant (p < 0.01) and this proves that the differences with the mean score of 3 are statistically significant. The findings indicate that educational leadership among female educational leaders in District Sialkot based on public secondary schools is high in their teams, vision, enthusiasm, mentorship, ethical leadership, and strategic planning.

Conclusions

The results of the research show that leaders of male and female educational institutions in District Sialkot in the form of the leaders of the public secondary school are characterized by high leadership effectiveness in all the measured dimensions. Leaders are good at fostering teamwork, being enthusiastic, having a clear vision, mentoring employees, maintaining ethical behavior, and undertaking planning. The greatest area was promotional of teamwork which showed their capability of promoting collaboration and a sense of collective responsibility among employees. The enthusiasm and clarity of vision is high, indicating that leaders are driven and able to lead their schools on a common ground, and great mentorship and ethical leadership emphasize their interest in the development of the staff and their ethical behavior. On the whole, the research concludes that educational leaders (male and female) are both competent and effective, which plays a crucial role in improving the performance of other school institutions, establishing a positive working environment, and making significant contributions to the project of institutional goals achievement.

Discussion

The results of the research suggest that the leadership effectiveness of the educational leaders of the District Sialkot public secondary schools through all the measured dimensions is very high. The capacity of the leaders to foster teamwork became the strongest argument, implying that cooperation and coordination between the staff members are efficiently promoted. Teamwork is an essential aspect of successful school leadership as it helps to share the duties, improve communication, and build a culture of group problem-solving (Baffie, 2014). Through teamwork promotion, not only do educational leaders enhance the staff cohesion but also develop a condition that can result in enhanced student achievements and performance in the institution which is in tandem with the concepts of transformational and ethical leadership that focuses on collective interaction and communal vision (Bass, 1997).

The enthusiasm that has been evident among the leaders is an indication of their drive, vigor, and interest in executing their functions. Passionate leaders act as role model whereby teachers and other personnel in the school are motivated to take an active part in the school affairs and also enjoy a healthy working atmosphere (Yukl, 1999). This motivational action is aligned to the theory of neo-charismatic leadership, which puts emphasis on emotional and inspirational appeal of leadership to the followers. The motivation of leaders will lead to a high morale, commitment of the teachers, as well as the productivity of the school.

Strong ratings were also given to the factor of clarity of vision, which implies that leaders share institutional goals and expectations with their employees. Clarity in vision is necessary to coordinate the activities of the teachers and the staff with the goals of the school and to put the organization on the right path towards its intended destination (Certo & Hodge, 2007). Leaders who have a clear vision will be able to coordinate the actions of teachers, make them goal-oriented and responsible. This is in line with the behavioral and contingency approaches to leadership, which focus on changing the leadership style to meet the organizational goals bearing in mind the situational condition (Fiedler, 1967; Hersey and Blanchard, 1969).

Educational leaders can mentor their staff as this shows their interest in developing their staff and professional growth. Through mentoring of teachers, leaders will improve teaching, empower professional abilities and provide growth in career (Sarros and Santora, 2001). Good mentoring also enhances teacher confidence and

job satisfaction leading to retention and long term school performance. It aligns with the behavioral school of leadership that concentrates on the role of the leader in nurturing, mentoring, and shaping his or her subordinates (Taylor et al., 2014).

Lastly, strategic planning was noted to be an important element of effective leadership. The ability of the leaders to design, implement and monitor strategies also helps to ensure the efficient running of schools and the attainment of the institutional goals. The strategic planning is a move that helps the leader to foresee the difficulties, to distribute resources correctly, and to remain organized in their problem-solving methods. These are practices that are similar to contingency theories which focus on the adjustment of leadership behavior to situational needs, but balance between task and people orientation (Hellriegel et al., 2004).

Recommendations

School leadership ought to be fostered by motivating educational leaders to build upon the teamwork by organizing teamwork collaborative activities, mentoring of colleagues and problem solving workshops, which can build the staff cohesion and overall school performance. Education department also needs to organize frequent leadership training sessions (based on mentorship, strategic planning, and ethical decision-making) to enable leaders to exercise their competencies and modern leadership practices. Moreover, the educational leaders must be helped to articulate the school goals and expectation using vision articulation and goal-setting workshop so that teachers are aware of the school objectives and their responsibilities towards meeting them. To maintain the integrity and ensure that ethical behavior prevails in schools, the school administrations ought to also ensure that they have good policies that strengthen ethical behavior within the institution such as transparency in decision making, accountability and periodic leadership reviews. Lastly, equipping the leaders with proper strategic planning tools and resources, including advice on priority setting of projects, efficient use of resources, monitoring of progress, etc., will enhance the efficiency and effectiveness of school work.

References

Arar, K., Sawalhi, R., DeCuir, A., & Amatullah, T. (2023). Islamic-based educational leadership, administration and management. *Islamic-Based Educational Leadership, Administration and Management*.

Ayman, R., Chemers, M. M., & Fiedler, F. (1995). The contingency model of leadership effectiveness: Its levels of analysis. *The Leadership Quarterly*, *6*(2), 147-167.

Baffie, R. (2014). *The Effect of Leadership style on Employee Performance at SNV Ethiopia* (Doctoral dissertation, St. Mary's University).

Bass, B. M. (1985). Leadership and performance beyond expectations.

Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organizational and national boundaries?. *American psychologist*, *52*(2), 130.

Blake, R., & Mouton, J. (1964). The managerial grid: The key to leadership excellence. *Houston: Gulf Publishing Co*, *350*.

Certo, S. T., & Hodge, F. (2007). Top management team prestige and organizational legitimacy: An examination of investor perceptions. *Journal of Managerial Issues*, 461-477.

Fiedler, F. E. (1967). A THEORY OF LEADERSHIP EFFECTIVENESS. MCGRAW-HILL SERIES IN MANAGEMENT.

Gronn, P. (2015). The view from inside leadership configurations. *Human relations*, *68*(4), 545-560.

Hellriegel, D., Jackson, S. E., Slocum, J., Staude, G., Amos, T., Klopper, H. B., ... & Oosthuizen, T. (2004). Management: Second South African Edition. *Cape Town: Oxford University Press Southern Africa*.

Hersey, P., & Blanchard, K. H. (1969). Management of organizational behavior: Utilizing human resources.'

Khan, I. U., Idris, M., & Amin, R. U. (2023). Leadership style and performance in higher education: the role of organizational justice. *International Journal of Leadership in Education*, *26*(6), 1111-1125.

Khan, S. R., Bauman, D. C., & Javed, U. (2020). A study on the effect of ethical leadership on teachers' moral motivation at schools in Pakistan. *International Journal of Educational Management*, *34*(6), 965-985.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School leadership & management*, *40*(1), 5-22.

M. Taylor, C., J. Cornelius, C., & Colvin, K. (2014). Visionary leadership and its relationship to organizational effectiveness. *Leadership & Organization Development Journal*, *35*(6), 566-583.

Martins, N., & Martins, E. (2003). Organisational behaviour: Global and southern African perspectives. *SP Odendaal, A. & G. Roodt (Eds.), Organisational behaviour: Global and southern African perspectives. Pearson.*

Ndung'u, D. K., & Omondi, M. (2015). Relationship between Talent Management Practices and Employee Turnover: A Case Study of the Co-Operative Bank of Kenya. *Strategic Journal of Business & change Management*, *2*, 115.

Nguyen, N. T. T., Nguyen, N. P., & Hoai, T. T. (2021). Ethical leadership, corporate social responsibility, firm reputation, and firm performance: A serial mediation model. *Heliyon*, *7*(4).

Riaz, H., Shah, S. A., & Tariq, A. A. (2022). Impact of Academic Self-concept and Self-regulated Learning on Academic Achievement of Students. *Research Journal of Social Sciences and Economics Review*, *3*(2), 18-26.

Sarros, J. C., & Santora, J. C. (2001). The transformational-transactional leadership model in practice. *Leadership & organization development journal*, *22*(8), 383-394.

Shah, S. I., Shahjehan, A., Afsar, B., Ahmad Afridi, S., & Saeed, B. B. (2020). The dynamics of leader technical competence, subordinate learning, and innovative work behaviors in high-tech, knowledge-based industry. *Economic research-Ekonomska istraživanja*, *33*(1), 623-638.

Sultana, K., Aslam, H., Ali, S. A., & Afzal, S. (2023). Spiritual leadership and citizenship behaviour: mediating role of professional moral courage. *Middle East Journal of Management*, *10*(5), 499-522.

Taylor, S. N., Passarelli, A. M., & Van Oosten, E. B. (2019). Leadership coach effectiveness as fostering self-determined, sustained change. *The Leadership Quarterly*, *30*(6), 101313.

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The leadership quarterly*, *10*(2), 285-305.