EFFECT OF LEADERSHIP COMPETENCIES ON SCHOOL CULTURE AT SECONDARY LEVEL IN PUNJAB

Tahira Jabeen
PhD Scholar,
Institute of Education and Research, University of Punjab,
Punjab, Pakistan
Email: tahira6356083@gmail.com

Abid Hussain Ch
Dean Faculty of Education,
Institute of Education and Research, University of Punjab,
Punjab, Pakistan
Email: dean.education@pu.edu.pk

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ABSTRACT
This study aimed to examine the effect principals’ leadership competencies on secondary school culture. It also explored that which leadership competency is highly affecting the school culture. This study followed the positivist paradigm, therefore Retrospective casual comparative design of quantitative approach was employed. The population was comprised of all the public secondary school teachers of Punjab. Multi-stage random sampling techniques was used and a sample of 597 participants were selected as sample. Data were collected by using two instruments. The Competency Approach Survey (TCAS) questionnaire was consisted on 14 statements under 7 factors with Cronbach’s Alpha value of 0.79. Similarly, The School Culture Survey (TSCS) questionnaire has 41 statements under 7 factors with Cronbach’s Alpha value of 0.91. Study revealed the positive and moderate correlation exists between the leadership competencies and school culture with (r=0.643, p=.000). Similarly, the results of regression showed a positive moderate effect of leadership competencies on school culture with (r^2=0.413, p=.000) Furthermore, male and female teachers have significant differences in their perceptions about leadership competencies and school culture. Cultivate a shared belonging were the most significant leadership competency while students and teachers was the most significant factor of school culture.

KEYWORDS
Leadership competencies, school culture, quantitative research, secondary school teachers.
INTRODUCTION
School heads, principals, District Education Officers (DEOs) and Chief Educational Officers (CEOs) in Pakistan are facing many challenges to improve the educational sector and for balancing the increasing demands at federal, state and local level. School leaders should concentrate at their leadership role by leading, modeling and teaching the major stakeholders of school like teachers, students and parents (Adams, Donnelly, & Smith 2012; Evans, 2014). As school leaders are responsible for student achievements and professional growth of teachers and whole faculty members by maintaining a school culture that serves the needs of all stakeholders (Adams et al., 2012; Rueter, 2009).

According to Peterson and Deal (2009) leadership competencies and school culture are two major components that take necessary part in the improvement of students’ achievement. To fulfil the requirements at federal, state and local level, a school head must understand the relationship between leadership competencies and school culture (Leithwood, Day, Sammons, Hopkins, Haris & Wagner, 2006). According to Schein (2004) leadership competencies and school culture are two parts of a coin and if one of them is disappeared the other cannot be understood. To lead a school successfully, it is necessary for a school head to understand the leadership competencies and school culture at the first priority (Adams et al, 2012; Johnson, 2004).

Many researchers have focused on the effect of leadership competencies on school culture as well as relationship between the above said variables (Bolton, 2013; Jeon, 2011; Jones, 2012; Karadağ, 2009). Positive disposition, Cultivate a shared belonging, Support social relationships, Communication and Interaction, Focus of vision, Enhance trust, Rituals, Ceremonies and Symbolic Actions are the competencies of a school head which contribute for a school culture that leads a school towards progress (Balay & İpek, 2010; Deal & Peterson, 2009; Roby, 2011; Wagner, 2006). Empirical researches for the relationship between leadership competencies and school culture are continuously increasing are also a proof and few researchers have critically examined the nature of leadership competencies and school culture (Cimen & Karadağ, 2019; Holden, 2017; Karadağ, 2009; Kaya, 2015). Research conducted by Cimen and Karadag in 2019 on leadership competencies, school culture, and academic success of the school also found a positive relationship between leadership competencies and school culture.

School heads are responsible for the development of school culture and major component of school culture are Vision/Mission/Values, Students and Teachers Leadership, Teaching and learning, Building community, Communication and conflict Resolution, Events/celebrations/traditions(Baig, 2010; Turan & Bektas, 2013). As school heads in Pakistan are responsible for the achievements of the students. Mostly
leaders of public sectors in Pakistan are not aware of their leadership role because of the lack of training and their Bachelor and Master degrees do not have any practical implication in the improvement of school culture (MOE, 2015). These degrees are related to teaching and learning process only. Moreover, Arts degrees possessed by school heads do not indicate any kind of competency related to leadership (Rizvi, 2010). Pakistan education statistics for 2019-2020 indicated that government high schools have 63% enrollment only (MOE, 2021). Thus it is indicating an ineffective role played by the heads of the public schools.

Currently in Pakistan, there is little research work on leadership competencies especially in the field of education. A few researches have conducted on leadership competencies in the field of banks and industries (e.g. Ali et al., 2016; Rizvi, 2010; Simkins, Sisum, & Memon, 2003).

Existing studies suggested that leadership competencies significantly influenced the school culture ultimately which influenced outcome of students (Shahini & Daftarifard, 2010). Some researchers have also identified school leadership as one factor that influenced school culture (Ali El-Hajji, 2010; Devos et al., 2014; Dumay & Galand, 2012). While existing literature on leadership competencies focused mainly on the relationship between principal’s leadership competencies and school culture (Seashore et al., 2010), there was still a lack of knowledge and clarification regarding how principal leadership competencies influence school culture at secondary level. School culture, as an influential factor, was identified by Devos et al. (2014) as important in organizational effectiveness and recommended it to be empirically examined. A quantitative study of how principal leadership competencies influence school culture may reveal best leadership practices and organizational culture that foster an increase in students’ achievements. This study focused on secondary school. Keeping in mind the problem statement, study had following objectives.

LITERATURE REVIEW
To construct leadership competencies, a variety of theoretical methods have been studied. These include assessments of the leadership process, the role that influence the leadership, the fact that leadership happens in a group setting, and the fact that leadership competencies include goal achievement (Northouse, 2004). Theoretical studies are frequently conducted to get a better understanding of leadership competencies, including what they are, what they possess, and how to acquire or enhance their competencies. Defining leadership competencies, on the other hand, is a crucial component for developing a theory or model that analyses or explains it further. It's worth noting that, for the sake of this study, there's clear distinction to be drawn between competence(s), which is a description of work tasks and outputs and
competency, which is the description of behavior, skill, knowledge, and experience (Bolden & Gosling, 2006; Horton, 2002; Vazirani, 2010).

By using different sources of information, a comprehensive information was gathered regarding leadership competencies and school culture. Those sources of information are Google Scholar, ProQuest Research Library, OATD, ERIC, Science Direct, and so on.

**Leadership**

"There are almost as many distinct definitions of leadership as there are people who have tried to define it," Northouse (2016) noted (p. 2). Although it is difficult to define leadership, Northouse eventually came to the conclusion that "leadership is a process whereby one individual inspires a group of others to attain a shared purpose" (p. 6). This concept will be used in this study to look at the impact of school administrators' leadership abilities, concentrating on their ability to influence school culture and influence student success.

**Origin of Leadership Competencies**

The competencies approach to leadership difficulties has its origins in the late 1960s in the United States and the United Kingdom's shifting economic and political climates (Horton, 2002). Expanding globalization and technology breakthroughs generated a drive to improve educational standards and performance, which were seen as failing to meet labor market demands or equip the workforce with the essential knowledge and abilities to conduct a competent job at the time (Horton, 2002). Competencies, competence, and competent are all terms that refer to a state or quality of being able or suitable (Vazirani, 2010). There are two sorts of competencies that have been identified as playing a role (Cardy & Selvarajan, 2006). Personal competencies relate to an individual's ability to adapt to the demands placed on them by the environment in which they find themselves (Bueno & Tubbs, 2004). Only a few examples include knowledge, abilities, experience, and personality. Corporate competencies, on the other hand, are engrained procedures and structures that last long after people have left (Cardy & Selvarajan, 2006).

**Importance of leadership competencies**

Some educational scholars have observed that school leadership competencies and culture can have an impact on student progress and academic accomplishment, which is often regarded to be the ultimate aim of education (Hallinger & Heck, 2011; Kythreotis et al., 2010; Leithwood & Sun, 2012). This impact, however, is linked to school culture rather than being a direct outcome of the principal's leadership competencies (Quin et al., 2017). Principals have been shown to have a considerable influence in establishing and creating the culture of their schools through their...
leadership competencies, which has a direct and indirect impact on every aspect of the schooling experience (Kythreotis et al., 2010; Leithwood & Jantzi, 2006; Lindahl, 2011; Quin et al., 2015). Because there are too many leadership competencies to include in a single document, this literature analysis concentrated on the seven most important leadership competencies for this article: Positive disposition, shared belongings, support social relationship, communication and interaction, focus of vision, trust enhancement, and rituals, ceremonies, symbolic actions. These competencies were chosen because of their natural connections to one another and to school culture (Gardner, Cogliser, Davis, & Dickens, 2011; Karada & ztekin, 2018; Ngang, 2011). A principal who shows concern and care in all of their interactions is more likely to build a collaborative and inclusive culture than one who is absent or disrespectful regularly (Stolp, 1994).

School Culture
School culture, according to Mattos (2016), is "the assumptions, beliefs, values, and practices that form the norm for the school and govern the work of the educators inside it" (p. 8). Hanson (2001) expanded on the concept of a school's culture. "Schools have distinct cultures formed on a certain blend of values, beliefs, and feelings," Hanson discovered (p. 641). "A school where students feel good about going and instructors feel good about teaching," Bartell (1990) characterized an excellent school culture. The entire crew collaborates to establish a caring environment" (p. 126). Principals were also referred to as cultural leaders by Barth. According to Marzano et al. (2005), a good leader creates a favourable culture in the school for instructors, who may subsequently create a positive culture for students. Leithwood and Riehl (2003) expanded on the concept of a leader creating a culture through others, saying: “Leaders act through and with other people. Leaders sometimes do things, through words or actions, that have a direct effect on the primary goals of the collective, but more often, their agency consists of influencing the thoughts and actions of other persons and establishing policies that enable others to be effective. (p. 8)"

Encouraging cohesiveness among employees, promoting a feeling of well-being among staff, building an awareness of purpose among staff, and developing a common vision of what the school could be, according to Marzano (2003), is the duty of school leaders in developing the school culture. "The number one factor for teachers' judgments about whether to stay in a school is the quality of administrator support and it is the leader who must establish this organization," Darling-Hammond (2007) concluded in their study on the impact of school culture (p. 17). Principals, according to Waldron and McLeskey (2010), play a critical role in school reform, including "creating a supportive school culture for teachers" (p. 51).

There is a link between principle leadership competencies and school culture,
according to the reviewed literature on principal leadership competencies and school culture. The theoretical framework is based on three theorists who help to the comprehension of the study's goal: Schein (2004) investigated the influence of culture on an organization. Deal and Peterson (2009) wrote about leadership competencies and Christopher Wagner (2006) has his work about school culture. The study followed the following conceptual framework as shown in Figure 1.

### Leadership Competencies

- Positive disposition
- Cultivate a shared belongings
- Support social relationships
- Communication and Interaction
- Focus of vision
- Enhance trust
- Rituals, Ceremonies, Symbolic Actions

### School Culture

- Vision/Mission/Values
- Students and Teachers
- Leadership
- Teaching and learning
- Building community
- Communication and conflict
- Resolution
- Events/celebrations/traditions

### RESEARCH OBJECTIVE

1. Find out the perception of teachers that which leadership competency of secondary school head has more significant effect on school culture.
2. Explore the perception of teachers about the culture of secondary school.
3. Explore the relationship among leadership competencies and school culture.
4. Find out the effect of leadership competencies on school culture.
5. Identify the difference in teachers’ perceptions about head’s leadership competencies on the basis of demographical variable (gender, group).
6. Find out the difference in teachers’ perceptions about secondary school culture on the basis of demographical variable (gender, group).

### RESEARCH HYPOTHESIS

1. There is no effect of leadership competencies on school culture.

### RESEARCH METHODOLOGY

Apropos to the research objectives, the study followed the positivist paradigm, therefore, quantitative research approach was used. It is evident from the researches that for theory testing, quantitative research is more appropriate (Williams, 2011).
Population and Sample size
All secondary school teachers who were teaching in public schools of Punjab was considered as population of the study. By using multi-stage sampling technique, a sample of 597 teachers (selecting 20% from public strata) were selected.

Instruments
The researcher used two questionnaires. One of them was adopted with the permission of author while other was adapted. Survey has two parts, A & B (The Leadership Competencies Approach and The School Culture Survey) was based on 5-point Likert scale.

Reliability and Validity of the Instruments
The tools’ validity was confirmed when five educational professionals in related fields were consulted. Content, face, and language validity were tested on the instruments, and they were completed after receiving fast input from specialists. The instruments were piloted with n=448 teachers after the content, language, and structure of the survey were verified (other than sample). The reliability for the survey was found as follows:

**Table 1: Sub-factors of The Competency Approach Survey and Reliability (n=448)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Factor Name</th>
<th>No. of Items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive Disposition</td>
<td>2</td>
<td>.960</td>
</tr>
<tr>
<td>2</td>
<td>Cultivate a Shared Belongings</td>
<td>2</td>
<td>.976</td>
</tr>
<tr>
<td>3</td>
<td>Support Social Relationships</td>
<td>2</td>
<td>.980</td>
</tr>
<tr>
<td>4</td>
<td>Communication and Interactions</td>
<td>2</td>
<td>.983</td>
</tr>
<tr>
<td>5</td>
<td>Focus of Vision</td>
<td>2</td>
<td>.981</td>
</tr>
<tr>
<td>6</td>
<td>Enhance Trust</td>
<td>2</td>
<td>.981</td>
</tr>
<tr>
<td>7</td>
<td>Ritual, Ceremonies, Symbolic Actions</td>
<td>2</td>
<td>.967</td>
</tr>
<tr>
<td>Total</td>
<td>Scale</td>
<td>14</td>
<td>.939</td>
</tr>
</tbody>
</table>

**Table 2: Reliability of sub-factors of The School Culture Survey (n=448)**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Sub-Factors Name</th>
<th>No. of Items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vision/Mission/Values</td>
<td>7</td>
<td>.860</td>
</tr>
<tr>
<td>2</td>
<td>Leadership</td>
<td>11</td>
<td>.789</td>
</tr>
<tr>
<td>3</td>
<td>Communication and Conflict Resolution</td>
<td>6</td>
<td>.855</td>
</tr>
<tr>
<td>4</td>
<td>Building Community</td>
<td>5</td>
<td>.753</td>
</tr>
<tr>
<td>5</td>
<td>Students and Teachers</td>
<td>4</td>
<td>.725</td>
</tr>
</tbody>
</table>
Data Collection and Analysis
Google survey was created to collect data from the teachers and invitations were sent to all participate of the study. It was requested to all the teachers to share the Google survey link with their colleagues.

Table 3: Response Rate of the study

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>254</td>
<td>42.5</td>
</tr>
<tr>
<td>Female</td>
<td>343</td>
<td>57.5</td>
</tr>
<tr>
<td>Total</td>
<td>597</td>
<td>100</td>
</tr>
</tbody>
</table>

DATA ANALYSIS AND RESULTS
Following the collection of data, the data is screened and cleaned. To ensure that the data was normal, descriptive (histogram) and inferential statics (Linear Regression test) were used to choose which variables to test. Ethical considerations were considered and discussed with the study’s respondents prior to data collection.

Background information
These figures show the percentage of respondents’ information with respect to gender and group. Female respondents were almost more than males. There were 2 groups of teachers and results showed that science teachers were more than the arts teachers.

Descriptive analysis
To understand the Mean value for each factor, mean value is computed and interpreted.
according to following criteria (Kaur & Embi, 2011).

Table 4: Criteria for Mean Value

<table>
<thead>
<tr>
<th>Frequency of Use</th>
<th>Beliefs</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Level</td>
<td>Very Strong</td>
<td>4.5 - 5.0</td>
</tr>
<tr>
<td></td>
<td>Strong</td>
<td>3.5 - 4.4</td>
</tr>
<tr>
<td>Moderate/medium Level</td>
<td>Moderate</td>
<td>2.5 - 3.4</td>
</tr>
<tr>
<td>Low Level</td>
<td>Weak</td>
<td>1.5 - 2.4</td>
</tr>
<tr>
<td></td>
<td>Very Weak</td>
<td>1.0 - 1.4</td>
</tr>
</tbody>
</table>

Table 5: Descriptive Statistics of the Leadership Competency Approach Survey and Sub Scale, (n=597)

<table>
<thead>
<tr>
<th>Scale and Sub Scales</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Competency Approach</td>
<td>3.90</td>
<td>1.06</td>
</tr>
<tr>
<td>Positive Disposition</td>
<td>3.82</td>
<td>1.26</td>
</tr>
<tr>
<td>Cultivate a Shared Belongings</td>
<td>3.97</td>
<td>1.19</td>
</tr>
<tr>
<td>Support Social Relationships</td>
<td>3.89</td>
<td>.69</td>
</tr>
<tr>
<td>Communication and Interaction</td>
<td>3.92</td>
<td>1.28</td>
</tr>
<tr>
<td>Focus of Vision</td>
<td>3.91</td>
<td>1.27</td>
</tr>
<tr>
<td>Enhance Trust</td>
<td>3.90</td>
<td>1.20</td>
</tr>
<tr>
<td>Rituals, Ceremonies, Symbolic Actions</td>
<td>3.88</td>
<td>1.14</td>
</tr>
</tbody>
</table>

Table 5 presents descriptive statistics of the leadership competency approach survey which shows the mean score of leadership competencies (M=3.90, SD=1.06) of the head of a public school. Descriptive of sub scales were also computed that indicates that cultivate a shared belonging has highest mean score (M=3.97, SD=1.19) which shows that that this competency has highly significant. While, the mean score (M=3.92, SD=1.28) indicates that communication and interaction is second most significant leadership competency of secondary school head. Similarly, the mean score (M=3.91, SD=1.27) describes that focus of vision is third significant leadership competency. The mean score (M=3.90, SD=1.20) shows that enhance trust is fourth significant competency. While, the mean score (M=3.89, SD=.69) indicates the fifth significant leadership competency which is support social relationships. Similarly, it also (M=3.88, SD=1.14) describes rituals, ceremonies, symbolic actions as sixth significant leadership competency. Moreover, the mean score (M=3.82, SD=1.26) presents positive disposition as seventh significant leadership competency.

Table 6: Descriptive Statistics of the School Culture Survey and Sub Scale, (n=597)

<table>
<thead>
<tr>
<th>Scale and Sub Scales</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
</table>

Table 6 presents descriptive statistics of the school culture survey which shows the mean score of leadership competencies of the head of a public school. Descriptive of sub scales were also computed that indicates that...
Table 6 presents descriptive statistics of the school culture survey, which shows a slightly high level of teachers’ perceptions (M=3.82, SD=.71) about culture of secondary school. Descriptive of sub scales were also computed that indicates a slightly high level of teachers’ views about vision/mission/values of the secondary school (M=3.85, SD=1.12). Moreover, the mean score (M=4.25, SD=.88) indicates a strong high level of teachers’ views about the students and teachers of secondary school. Similarly, it also indicates a slightly high level of teachers’ remarks about the leadership of school leader (M=3.56, SD=1.01). The mean score (M=3.67, SD=.95) describes slightly high level of teachers’ opinions about the teaching and learning of their school. It shows slightly high level of teachers’ opinions (M=3.68, SD=.97) that their school has a building community. Moreover, the mean score (M=3.56, SD=.97) again show a slightly high level of teachers’ views that their school has communication and conflict resolutions. It also shows (M=3.57, SD=.96) a slightly high level of teachers’ remarks about events/celebration/traditions.

Hypotheses Testing
Inferential statics were used to evaluate both hypotheses. The strength of the relationship between leadership competencies and school culture was determined using Pearson’s correlation. The following Cohen (1988, pp. 79-81) guidelines were used to assess the relationship’s strength: Small/weak (r =.10 to.29), Medium/moderate (r =.30 to.59), and Large/strong (r =.60 to 1.0) are the three categories. 

H0: There is no relationship exists between leadership competencies and school culture

Table 7: Co-relation between Leadership Competencies, School Culture

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>r</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Competencies</td>
<td>3.90</td>
<td>.643**</td>
<td>000</td>
</tr>
<tr>
<td>School Culture</td>
<td>3.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p < .005 (2-tailed)
It was evident from the above table 4.10 that there was a significant positive relationship between leadership competencies and school culture ($r=.643$, $p=.000$). It means that leadership competencies have strong positive relationship with school culture the strength of the correlation was .643 which shows a positive strong relationship between variables.

Following the discovery of a substantial and strong correlation between the variables, regression analysis is the next stage. It’s a technique for predicting the value of one variable depending on the value of another. Because this is a bivariate research, linear regression was used.

<table>
<thead>
<tr>
<th>Predictor</th>
<th>$\beta$</th>
<th>$R^2$</th>
<th>df</th>
<th>$F$</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>76.017</td>
<td>.413</td>
<td>596</td>
<td>418.678</td>
<td>.000</td>
</tr>
<tr>
<td>Leadership Competencies</td>
<td>1.505</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent variable: School Culture

A simple regression was used to see the effect of leadership competencies on school culture. The result shows a significant effect $F (1, 595) = 418.678$, $p=.000$, $R^2 = .413$, $R^2_{\text{adjusted}} = .412$ of leadership competencies on school culture. The regression coefficient ($B=1.505$) indicated that any change in leadership competencies may predict the changes in the culture of school. Lastly, to see the difference of the leadership competencies (TCAS) and School Culture (TSCS) with respect to gender and group, Independent sample t-test was applied to analyze the data.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T</th>
<th>Df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>254</td>
<td>52.56</td>
<td>14.96</td>
<td>-2.93</td>
<td>538.924</td>
<td>.004</td>
</tr>
<tr>
<td>Female</td>
<td>343</td>
<td>56.16</td>
<td>14.65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level

It was evident from the p-value .004 that there was a significant difference in mean scores of perceptions about the head’s leadership competencies between male (M=52.56, SD=14.96) and female secondary school teachers (M=56.16, SD=14.65). Thus, rejecting the Null hypothesis as p-value” (.004) is less than $p \leq 0.05$ therefore, null hypothesis was rejected.
It was evident from the p-value .023 that there was a significant difference in mean scores of teachers’ perceptions between science (M=53.32, SD=15.77) and arts teachers of secondary school (M=56.07, SD=13.73). Therefore, it was concluded that both science teachers and arts teachers have different level of perceptions about leadership competencies.

It was evident from the p-value .01 that there was a significant difference in mean scores of perceptions about school culture between male (M=153.21, SD=28.77) and female secondary school teachers (M=159.41, SD=28.91). Therefore, it was concluded that both male and female teachers have different perceptions about school culture as p-value’ (.01) is less than p ≤ 0.05. thus, null hypothesis was rejected.

It was evident from the p-value .023 that there was a significant difference in mean scores of teachers’ perceptions between science (M=53.32, SD=15.77) and arts
teachers of secondary school (M=56.07, SD=13.73). Therefore, it was concluded that both science teachers and arts teachers have different level of perceptions about leadership competencies.

DISCUSSION
Study aimed to investigate the effect of leadership competencies on school culture. Furthermore, relationship between two variables was also explored. Of the seven competencies examined in this study, each participant was asked to rate their perception of the competencies as present in the current leadership at each of the participant’s school site. When sub-factors of leadership competencies were compared, it was found that out of all types of competencies the highest mean is referred to cultivate a shared belonging by school principal with a mean of 3.97. While the competency ranked the least observed in principals with teacher is Positive Disposition with a mean of 3.82 as reported by ((Picucci, Brownson; Kahlert, & Sobel, 2002). The reason for the higher level of cultivate a shared belonging is perhaps, this allows heads to connect to the school and connects heads to the school culture (Lattimer, 2007).

When different sub-factors were compared, a substantial difference between sub-factors was discovered for Vision/Mission/Values, Students and Teachers, Leadership, Teaching and Learning, Building Community, Communication and Conflict Resolution and Events/Celebrations/Traditions. The findings are aligned with the studies of (Gulcan, 2012) and Muhammad (2014). Study also revealed that there was a significant difference in the perceptions of science teachers and arts teachers. The findings of this study are compatible with the findings of various authors (Al-Issa, 2007; Borman & Kimball, 2009).

Study also revealed that there is a significant difference regarding sub-factors of School Culture Survey. There were seven factors of school culture and the most important factor was students and teachers with highest mean of 4.25. Similarly, the least important factors were leadership, communication and conflict resolution with mean of 3.56. as studied by (Glover, 2015). There are several studies in the literature that support the goal of this research. The school culture is affected by the leadership of the principal. School reform and culture are crucial to teachers, according to a research by Johnson et al. (2012). The findings of this study revealed that principals have the power to influence a school's culture, since a substantial effect of leadership competencies on school culture was discovered, similar to the findings of previous studies (Deal & Massey, 2013). The conclusions of this study are backed up by the findings of a number of other researchers. (Al-Issa & Sulieman, 2007; Akram, 2018; Borman & Kimball, 2005; Chen & Hoshower, 2003; Cohen, 1981; Darling-Hammond, AmreinBeardsley, Haertel, & Rothstein, 2012; Harris & Twiname, 2012).
RECOMMENDATIONS
The study recommended that by keeping in view the results of this study there is a need for school heads to improve all those competencies which have least means like positive disposition and support social relations. It is also important to work on all those factors of culture which have least means like teaching and learning, building community, communication and conflict resolution and events / celebrations / traditions.

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