IMPACT OF PRINCIPAL TEACHER RELATIONSHIP IN ACHIEVING EDUCATIONAL OBJECTIVES AT SECONDARY LEVEL IN QUETTA DISTRICT

Misbah Fatima
Principal Staff College, Quetta,
Balochistan, Pakistan
Email: misbahfatima2015@gmail.com

Shabana Akhtar
Assistant Professor, Pakistan Studies Department,
SBKWU, Quetta,
Balochistan, Pakistan
Email: shabanakhtar37@yahoo.com

Safia Begum
Lecturer، Department of Education,
University College of Dera Murad Jamali, Naseerabad,
Balochistan, Pakistan
Email: sofigul@gmail.com

ABSTRACT
This paper examines the impact of schools with positive and healthy relationships between Principal and teachers and outlines the factors that facilitate and contribute to learning outcomes, character development and citizenship. Therefore, the objectives of the study was, to investigate the fact that the learning environment in a school is influenced by a positive interaction between the principal and the teachers, identify the relational components between teacher and teacher that promote and influence the teacher's performance and analyze the overall effects of creating and maintaining substantial teacher-teacher relationships on student performance and character building. The sample size was 209 sample size including 190 teachers and 19 principals. The results of this study confirmed the information found in the literature review and agreed with previous studies and studies that suggest that teacher support has a significant impact on their relationships and educational goals. Furthermore, the purpose of this study is to refine these factors and present the results as a means of improving the overall success of schools across the country. The recommendations provided are designed to help administrators who work in difficult-to-fill schools to improve their programs so that their number is lower in schools that are difficult to

manage. The recommendations also seek to encourage leaders to take a closer look at their relationships and their style of leadership and support to improve their communication in schools. Specific recommendations are addressed to administrators, institutions and teachers. As well as researchers interested in getting more information in this area of research.

KEYWORDS
Principal, Teacher, Educational objective, Relationship

INTRODUCTION
The word education derived from Latin word educare which means 'training'. Education is never ending it starts the birth of an individual and then it goes until the last day of the individual. Education makes an individual a real human being .It is an essential human virtue. Man becomes man through education .education equips the individual with social, moral, cultural & spiritual aspects and thus makes life progressive and civilized.

Prof. Martin. S. Dwarkin in his book "Dewey Education" writes "Education is mans, most formidable tool for survival. Education has many facets: academic, aesthetic, moral, spiritual, social, and vocational and education for citizenship & leisure. Humans maintain relationships everywhere they go whether in home at work or many other places. It is impossible for a person to go through life without having at least one type of relationship. There are many factors involved, such as amount of time spent, intimacy, and types of activities. All different types of relationships are necessity for one to live a normal life. Relationship is of different types such as religious relation, family relation, and professional relationship etc. People form relationships in the educational setting. One associates with principal, teachers and class mates.

Principal -Teacher Relationship
The role the leader plays and the relationship the leader develops with their
subordinates have been measured as fundamental components for the subordinates' work performance in various organizations (Simmonds, J. 2010). Principals hold the heart of the school organization and their actions and relationships with their teachers affect the satisfaction, cohesion, and commitment levels of teachers and principals as well (Tschannen-Moran, M. 2001). This implies that principals' leadership influence or relationship has a considerable impact on the teacher's work output and can either make or mar the teacher with reference to Hallinger, P. (2011) affirmation that whatever the context may be, if the leader is effective, the followers flourish, however if the leader is ineffective, the followers suffer. Similarly, the actions of the organization and its representatives, such as support for members or fair decision making, have a significant influence on the member's performance and commitment

to the organization, and it requires a mutual exchange relationship The world in which education leaders operate is changing into a global community (Walsh, J. T. 2005). This has considerably influenced the task role of school principals to a more challenging and overloaded situation (Fullan M., 2001). Consequently, it is an extremely difficult task for anyone to produce and maintain an imperative public school system in such a complex society without a committed and highly proficient teaching force or teachers working together for a continuous improvement of the schools (Gimbel, P. 2003).

Professional Relationship
Professionals in school organizations live in a world of relationships that consistently demand helping and supporting one another for varying reasons or problems (McConnell, Kristen 2019). This relationship, according to Pankaj S., Shivani B. and Rajiv D. (2013), is a "jointly created worlds of shared meaning". Relationships are unavoidably present and significantly important in the sense that every activity that goes on in any organization, happens in the context of relationships. There are many types of workplace relationships or interpersonal relationships. These relationships include, for example, leader-member relationship, peer coworker relationship, workplace friendship, customer relationship, romantic relationships and so on. For the purpose of this study more attention is centered on the leader-member relationship, though it may intermittently extend to other relationships for references.

Good Relationships in School
Emotions and relationship have become part and parcel of the daily activities and it is almost inevitable in the school environment, as emphasized earlier on by Sias (2005). In a situation where school experiences the negative of these feelings and relationships, it becomes devastating and affects the members in the school community, especially the defenseless students. Celebrating and sharing good practice and the outcomes gained is effective in inspiring positive change. Such a negative situation can be communicated or augmented by developing a positive relationship among them to strengthen them both emotionally and practically. (Lewis, A. P., 2009).

According to Wheelan, S., & Kesselring, 1. (2005), a quality relationship among leaders and members relentlessly influences the co-worker exchange relationship within an organization. Good communication and shared values are important elements in this relationship. Ideally, a principal should be able to create consensus among staff on rules and their enforcement. The principal must have knowledge and understanding of effective communication strategies. Creating a collaborative environment and open communication has been described as the single most important factor for successful school improvement initiatives. The relationships that principals build with teachers have real implications on the beliefs of trust and

support among teachers in a school and have a ripple effect on teachers' perceptions of student engagement. Good school leaders can balance changing community conditions and school culture. The best school leaders can tip that balance to take their schools to impressive new heights, this can be possible only when relationship between principal and teachers is good. A successful principal and teacher relationship begins with ones expectations. Great relationships are founded on good communication and trust. When there is a positive relationship both the principal and teacher have major enthusiasm regarding each student success. The principals and teacher who were committed to a school for two or three years are changed with no warning. Many principals and teachers must change in order to receive the same level of success that they experienced in past schools. Starting in a new environment can be positive when the new principal and teachers work together.

This study will of a great significance for the purpose to uncover the significance of developing and sustaining a high-quality relationship between principals and teachers for effective leadership and performance. The study will be useful in deterring that Principal-teacher relationship foster and influence teacher performance, student academic achievement and overall success of school at large.

LITERATURE REVIEW

The principal occupies an important position in the school building. As the leader of a group of professional, certified teachers, and the coordinator of a cadre of classified personnel, the principal establishes important relationships with the staff (Drake, 1992). If education is the major foundation for the future strength then teachers-as they come from various backgrounds-must be the cornerstone. Likewise, as schools continue to evolve and as shifts in the demographics of populations continue to occur nationally, there is a need and a call for different relationship paradigms to assist in the proper guidance of those we place in the classrooms. These new paradigms will be marked with servant leaders who empower as opposed to delegate; builds trust rather than demands loyalty; and instead of just hearing and leading from the head, seeks to understand and leads from the heart (Akyeampong, K. 2010). Principal-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affected student achievement (Walsh, 2005). This phenomenon occurs because teachers who see principals as facilitators, supporters, and reinforces for the jointly determined school mission rather than as guiders, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student learning (McEwan, 2003). Across America, both principals and teachers alike have to contend with matters such as student discipline. The principal is endlessly involved in dealing with discipline problems, but his role is somewhat different from that of the teacher. Yet in many respects, the teacher and the principal work as a team on major discipline problems (Kritsonis, 2000). Parental

issues are another area of great concern, especially during these times when parents demand schools adequately prepare their children (Cotton & Wikelund, 2001). And rising accountability standards and adequate yearly progress causes much contemplation among educators (Albritten et al., 2004) among other issues. 2 The Lamar University Electronic Journal of Student Research Volwne 3, Spring 2006 It is important for principals and various faculty groups, i.e. teachers, to work together for mutual support. In addition, the manner in which faculty members worked together as a group significantly influenced student outcomes in schools (Wheelan & Kesselring, 2005). . The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviors is the overarching trust-promoting behavior of the principal (Gimbel, 2003).

Moreover both in the context of developed and less-developed countries it has been recognized that job-related training for principal is one of the essential elements of quality instruction (Bennell, P. & Akyeampong, K. 2007).

Instructional / Pedagogical Leaders
Concepts such as instructional leaders and pedagogical leaders are commonly used in the western context when redefining the role of school principals because of the instruction-oriented nature of the two concepts. "Instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. (Pierce, C. A. and Aguinis, H. 2003). There is consensus among the researchers that instructional leaders make the students learning their primary goal by specifically focusing on such activities as supervising instruction, coordinating curriculum, developing academic standards, monitoring students' learning, monitoring lessons, maintaining better human relations and securing community support, and visiting classes Researchers also attributed the limited role of Pakistani principals, particularly government principals, to the centralized system of education that makes the school principal less proactive regarding their jobs. For instance, they have no role in the hiring and firing of teachers (Leithwood, K. & Jantzi, D. 2000).

Training Opportunities
Rizvi (2008) has suggested that training opportunities can better help administrator in Pakistan to understand the concept of improvement of teaching and learning processes. Unfortunately, a very small number of school principals are exposed to these kinds of professional development opportunities. Therefore, concerted efforts are required to introduce a mechanism in which these principals are developed in such a manner that they become mindful of their instructional role: "Some of the measures, such as the provisions of job description, school vision, and orientation about the appraisal system at the time of the appointment of the teachers, can play an

instrumental role not only in maintaining a high quality of learning, but also in providing clarity to the principal and teachers about their responsibilities.

Leadership in Education
Over the past several decades, 2 models have emerged from the debate over identifying the most suitable leadership role for principals, instructional leadership
and transformational leadership (Hallinger. 2003).

Encourages a focus on improving the classroom practices of teachers as the direction for the school, transformational leadership "draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve (Leithwood et al. 2000).

Subsequent research on these two leadership models have produced mixed conceptualizations in some cases conflating the two and in other cases introducing new constructs all together such as 'visionary leadership' (Hallinger P. 2010). The term instructional leadership has been applied to both principals and teachers further complicating its meaning. There has been a more recent research shift from an emphasis on leadership models to an emphasis on principal actions suggesting that principal leadership can and should be defined in more concrete, measurable terms along two main dimensions; 'instructional activities' and "organizational management" (Goldstein, J. 2004).

Fig 1: Instructional Leadership Model

Instructional leadership is measured by principals' reported influence on decisions concerning the following activities: setting performance standards, establishing curriculum, determining professional development content, and hiring teachers.

Organizational Leadership
The organizational leadership construct is somewhat more abstract but it can be

understood as the aspects of a principal's leadership that do not lie directly in the instructional realm. One study refers to organizational leadership as tasks that "[oversee] the functioning of the school" and includes tasks that "we would expect the principal to take active and direct responsibility for executing throughout the year in pursuit of the schools' medium- and long-term goals" (Goldstein, J. 2004).

Conceptual Model
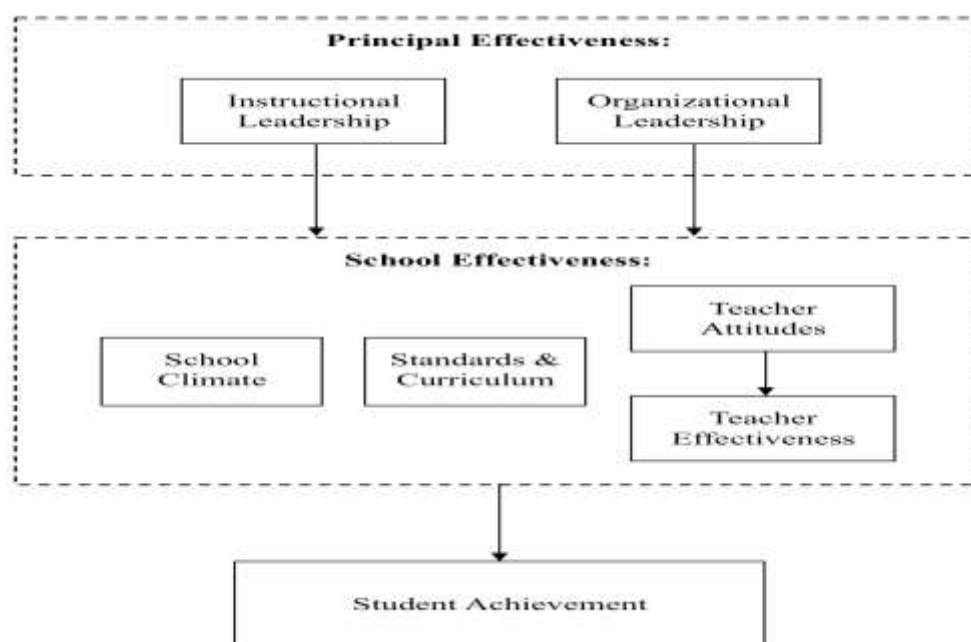
Figure 2 – Conceptual Model

Figure 2 presents a conceptual model of how principal leadership is related to student achievement. Consistent with the body of research suggesting that principals effects on student achievement is indirect this model illustrates how principals effects on student achievement are mediated through other factors and conditions such as teacher attitudes which is the focus of this study.

The model shows principal effectiveness as defined by organizational and instructional leadership, as a determinant of school effectiveness which then determines student achievement.

An emerging body of literature, though, is focusing on the importance of principal-teacher relationships, rather than merely leadership styles or behaviors (Walsh, 2005). Principals have the ability to improve teacher perceptions overall by simply attending

to fundamental components inherent in quality relationships. As teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom. Student achievement enters into the realm of accountability (Albritten et al., 2004). If a school is devoid of successful scores per the established accountability system, principals quickly recognize the urgent need to achieve-sometimes outside of traditional academic standards-success in such a high stakes game. When school climates become cold and teachers perceive principals as suspicious and negative, a reformation has to occur before teachers are willing to modify instruction. But how can principals ever hope to motivate their teaching staff to expand their repertoires of pedagogical skills unless some fundamental relational components have been established (Gimbel, 2003)? Daily interpersonal interactions of a principal are necessary to garner trust and support from teachers.

However, the school management policy makers take a step for it from the begging of national education agenda. For this purpose a national education conference is called. The conference identified the following public administration fundamentals for the purpose of national educational development.

        a) A streamlined organization at the center and in the provinces
        b) Central planning machinery
        c) Planning and development department in provinces
        d) Statutory public corporations and authorities vested with autonomy to implement special programs
        e) A revitalized district administration directed towards development
        f) A rational system of financial administration
        g) Public service policies designed to maintain an efficient crops of workers
        h) A progressive look on the part of public service. (Tschannen-Moran, 2001)

RESEARCH OBJECTIVES
1. To highlight the styles of principal-teacher relationship at secondary level.
2. To examine how principal-teacher relationship affects student's outcomes.
3. To suggest the efficient ways to improve the impact of principal-teacher relationship.

RESEARCH QUESTIONS
1. What style of Principal-teacher relationship exists at secondary level in Quetta city?
2. How principal-teacher relationship can affects student's outcomes?
3. How the principal-teacher relationship can be improved for achieving educational objectives in its fullest way?

RESEARCH METHODOLOGY

This research was conducted in 19 public secondary schools in Quetta city after getting permission from the schools administration.
A two phase sequential mixed method approach was used.
1) The first phase was survey questionnaire (quantitative method).
2) The second phase was focus group discussion (qualitative methods)

All secondary classes' teachers of Quetta district were the population of this research. 84 secondary schoolswhere almost734 female teachers are teaching secondary classes while 671 male teachers are teaching secondary classes. Sample was drawn in 2 steps: In first step, 19 schools were selected through simple random sampling procedure, 8 male and 11 female. In second step 10 teachers & 1 Principal from each school were selected through simple random sampling procedure. The researcher selected the sample size according to time, financial, possible errors and project type. The 209 sample size including 190 teachers and 19 principals. Data was both qualitative and quantitative in nature. Quantitative data was analyzed through inferential analysis by applying one way ANOVA and independent sample t-test through SPSS. Qualitative analysis was done through thematic approach; emergent themes were described in detail.

RESEARCH FINDINGS

Table 1
The views of respondents on the basis of gender

		F	Sig.	T	df	Sig. (2-tailed)
Academic achievement	Equal variances assumed	1.792	.182	-1.245	207	.215
Character Building	Equal variances assumed	.511	.476	-4.150	207	.000
Good Citizenship	Equal variances assumed	12.143	.001	.934	207	.351

The above table indicates that there is insignificant difference exist in the views of respondents at all parameters, Academic achievements: $t(207)=-1.245, p=.215$, character building: $t(207)= 4.150, p.000$, Good citizenship: $t(207)= .934, p=.35$.

Table 2
Opinions of respondents regarding to academic achievements (AA), character building(CB) and good citizenship(GC) on the basis of qualification

		Sum of Squares	df	Mean Square	F	Sig.
AA	Between Groups	2.640	5	.528	.886	.491
	Within Groups	120.977	203	.596		
	Total	123.617	208			
CB	Between Groups	19.594	5	3.919	3.824	.002
	Within Groups	208.024	203	1.025		
	Total	227.617	208			
GC	Between Groups	3.242	5	.648	.672	.645
	Within Groups	195.859	203	.965		
	Total	199.100	208			

The above table shows that no significant difference exist in the views of respondents at all parameters. Academic achievements: $F(5,203)=.886$, $p=.491$, character building: $F(5,203)=3.824$, $p=.002$, good citizenship: $F(5,203)=.672$, $p=.645$

Table 3

opinions of respondents regarding to academic achievements (AA), character building(CB) and good citizenship(GC) on the basis of professional qualification

		Sum of Squares	df	Mean Square	F	Sig.
AA	Between Groups	1.627	4	.407	.680	.606
	Within Groups	121.990	204	.598		
	Total	123.617	208			
CB	Between Groups	3.093	4	.773	.703	.591
	Within Groups	224.524	204	1.101		
	Total	227.617	208			
GC	Between Groups	1.796	4	.449	.464	.762
	Within Groups	197.304	204	.967		
	Total	199.100	208			

The above table shows that no significant difference exist in the views of respondents at all parameters. Academic achievements: $F (4, 204)=.680$, $p=.606$, character building: $F(4, 204)=.703$, $p=.591$, good citizenship: $F(4, 204)=.464$, $p=.762$

Table 4

Opinions of respondents regarding to academic achievements (AA), character building (CB) and good citizenship (GC) on the basis of designation

		Sum of Squares	Df	Mean Square	F	Sig.
AA	Between Groups	2.075	5	.415	.693	.629
	Within Groups	121.542	203	.599		
	Total	123.617	208			
CB	Between Groups	4.445	5	.889	.809	.545
	Within Groups	223.172	203	1.099		
	Total	227.617	208			
GC	Between Groups	4.647	5	.929	.970	.437
	Within Groups	194.453	203	.958		
	Total	199.100	208			

The above table shows that no significant difference exist in the views of respondents at all parameters. Academic achievements: F (5,203)=.693,p=.629, character building F(5, 203)=.896,p=..545, good citizenship: F(5,203)=.970,p=.437

Table 5

Opinions of respondents regarding to academic achievements (AA), character building (CB) and good citizenship (GC) on the basis of experience

		Sum of Squares	df	Mean Square	F	Sig.
AA	Between Groups	5.351	6	.892	1.523	.172
	Within Groups	118.266	202	.585		
	Total	123.617	208			
CB	Between Groups	5.308	6	.885	.804	.568
	Within Groups	222.309	202	1.101		
	Total	227.617	208			
GC	Between Groups	4.924	6	.821	.854	.530
	Within Groups	194.177	202	.961		
	Total	199.100	208			

The above table shows that no significant difference exist in the views of respondents at all parameters. Academic achievements: F (6,202)=1.523, p =.172, character building : F (6,202) = .804,p=.568,good citizenship :F(6,202) = .854,p=.530

Table 6

Opinions of respondents regarding to academic achievements (AA), character building (CB) and good citizenship (GC) on the basis of institutions

		Sum of Squares	Df	Mean Square	F	Sig.

AA	Between Groups	11.040	18	.613	1.035	.423
	Within Groups	112.577	190	.593		
	Total	123.617	208			
CB	Between Groups	37.437	18	2.080	2.078	.008
	Within Groups	190.180	190	1.001		
	Total	227.617	208			
GC	Between Groups	36.243	18	2.013	2.349	.002
	Within Groups	162.858	190	.857		
	Total	199.100	208			

The above table shows that no significant difference exist in the views of respondents at all parameters. Academic achievements : F (18,190)=1.035,p=.423,character building: F(18,190)=2.078,p=.008,good citizenship: F(18,190)=.2.349,p=.002

Qualitative Data Analysis
A focus group of discussion was conducted to explore the views of teachers and principal about the teacher-principal relationship. The analysis generated the following themes.

1. Conducive learning environment
About 80% of the respondents responded that teacher-principal relationship plays a vital role in creating conducive teaching-learning environment. One of the responded that "positive teacher-principal relationship help the students in learning the manners". Some of the respondents responded that the good principal teacher relationship creates friendly, supportive and democratic environment in the school. Some other responded as: Good principal – teacher relationship make teachers very happy and they work in a pleasant environment and they give their best efforts in achieving good educational objectives.

2. How improve teacher-principal relationship
Most of the respondents responded that the attitude of principals should be polite, kind and positive towards the teachers. And they has to be role model for his staff. One of the respondent responded that "principals are the influential figure of the institute so they can play a vital role in promoting the teacher-principal relationship". Some of the respondent said that for effective teacher-principal relationship, "teachers should accept the values of the principal leadership. Which can be the source of educational objective achievements. Appreciation by the principal to the teachers and by the

teachers to the principal may also resulted in improving the principal teacher relationship.

3. Success of the School
Respondents said that the healthy relationship between teachers and principal influence the student learning. If principal guides the teachers in solving the problems in teaching-learning process or in any other administrative issues, and teachers follow the principal guidelines, then it will be resulted in the success of the school.

4. Increase in Teachers' efficiency.
Respondents responded that teacher's efficiency increases if the principal plays the role as a promoter, mentor, supervisor and facilitator. One of the respondent responded that "principal cooperation boost up the efficiency of the teachers" This increase in efficiency resulted in efficient achievements of the educational objectives. Another respondent responded that "the principal behavior and teachers efficiency has great link".

5. Production of Good Citizens.
One of the respondent responded that: "the good principal – teacher relationship help in character building of the students and they learn to become a good citizen and develop good civic". Most of the respondents viewed that school environment become facilitating if there are good relations between the teachers and the principals. All staff works in fearless environment so all pay attention in achieving the educational objectives rather than in solving different issues which may create the because of bad relationship between teachers and principals.

6. Students 'Academic Achievements.
Majority of the respondents said that good behavior and well-polished attitude of the principals towards teachers influence the teacher's behavior and they behave in a polite manners with the students and teachers try to create a fearless classroom environment. This attitude of the teachers encourage and motivate the students towards learning and resulted in the improvement of the students' academic achievements. Some of the respondents responded that "principal - teacher relationship creates the inductive environment in the classroom".

7. Job Satisfaction
Majority of the respondents also emphasized that the happy principal teacher relationship resulted in job satisfaction for the teachers. And job satisfaction is also one of the factor for producing efficient teachers' role in teaching – learning process.

CONCLUSION AND DISCUSSION

The data shows that majority of the respondents think that Principal Teacher cooperation develops environment which affect student learning abilities they were in favor, that Principal Teacher relationship develop good atmosphere for learning which affect academic achievements. They also were agree that the Principal Teacher relations show how team-work effective in any institution. Most of the respondents in favor that Principal _Teacher relation affected the students so they behave as they receive and majority of the respondents think that satisfactory Principal teacher relations make teachers more active in their teaching which in turn resulted in good students' academic. Data show that Principal Teacher relation affects the students and help their character building, Good Principal Teacher relations guide student to build good relations with their peers and others, good relation develop good character in student because they idealize their teachers, Principal Teacher relation trained students how to respect & obey the rules and regulations.

The research study was conducted to highlight the impact of relationship among teachers and principals in achieving educational objectives. The study findings indicated that no significant difference exist in the views of respondents at all parameters i.e. academic achievements, character building and good citizenship. It was proved during the research study that the significance of human connections in schools in relation to effective leadership and credible performance can never be over-emphasized. Relationships in school can be equated to the cord that links a pregnant mother to the fetus and nourishes the child, without it the child would be lifeless.

RECOMMENDATIONS

In light of the results of the current study, the researcher has made the following recommendations:

Research has shown that administrators play a vital role in not only enhancing the academic performance of students, but they also have the daunting task of motivating and cultivating his or her staff in order to make gains in student achievement and character building.

This study offers insight into the leaders' work and the relationship behavior with subordinates**.**

The most conducive way to effectively address teachers is to develop the relationship. The need to activate the role of the school administration in solving the students' problems and reduce them for the dangers that threaten the school environment and the community.

Organizing the training courses about how to deal with student problems, and
 should be attended by teachers, psychologists and therapists, community and parents of students.

This study recommends a closer look into the importance of human connections in

schools, especially where teachers seem to be losing interest in sharing ideas and contributing to discussion or staff meetings that might be helpful for the school community.

Study calls school principals to develop and sustain a positive relationship with teachers to maximize the potential for student academic achievements.

In conclusion, this study recommends a closer look into the importance of human connections in schools**.**

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