
IMPACT OF EFFECTIVE LEADERSHIP PRACTICES ON TEACHERS' PERFORMANCE IN PUBLIC SCHOOLS OF DISTRICT EAST KARACHI

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ABSTRACT

The main purpose of the study is to investigate the impact of effective leadership practices on teachers' performance in public schools of district east Karachi. School Heads leadership practices and teachers' performance were identified as the independent variables and as the dependent variable. The study was analyzed data collected from a sample of 100 teachers through simple random sampling using descriptive statistics, t-tests, correlation analysis, and ANOVA. The descriptive statistics reveal that teachers rated the leadership practices relatively high, with a mean score of 58.82 and slight positive skewness. Correlation analysis shows a moderate to strong positive correlation ($r = 0.63$) between leadership practices and teachers' performance. The t-test results indicate a significant difference between the mean scores of leadership types and style and teachers' performance, highlighting the positive impact of effective leadership practices. ANOVA analysis further supports this finding, showing a significant relationship between leadership practices and teachers' performance. Based on the findings, it is recommended that the principals need a mixture of autocratic and democratic styles of leadership. While impartiality in resolving conflict, shared decision-making maintains communication between teachers and principals, and fair distribution of duties can significantly enhance the performance of teachers.

KEYWORDS

Leadership Practices, Teachers' Performance, Public Secondary Schools

INTRODUCTION

Effective leadership plays a pivotal role in shaping the quality of teaching and learning experiences in the realm of education. This article focuses on the significant influence of effective leadership practices on teachers' performance in public secondary schools of District East Karachi. By examining the relationship between leadership styles, teacher motivation, and instructional quality, this study aims to shed light on the key factors that contribute to teachers' professional growth and their subsequent impact on student achievement. The traditional role of school heads as supervisors in evaluating teaching and learning methods has contributed to the development of a positive working environment. However, it is essential to address the lack of specific outcomes and the misunderstanding of leadership associated with old-style leadership practices.

Effective leadership in education not only provides direction but also creates an environment conducive to professional growth and academic excellence. Understanding the impact of effective leadership practices on teachers' performance is crucial in public secondary schools of District East Karachi to enhance overall educational outcomes. School heads traditionally fulfill their roles as supervisors, monitoring and assessing student progress, which has contributed to a positive working environment. However, previous leadership practices lack specific outcomes and suffer from a misunderstanding of effective leadership.

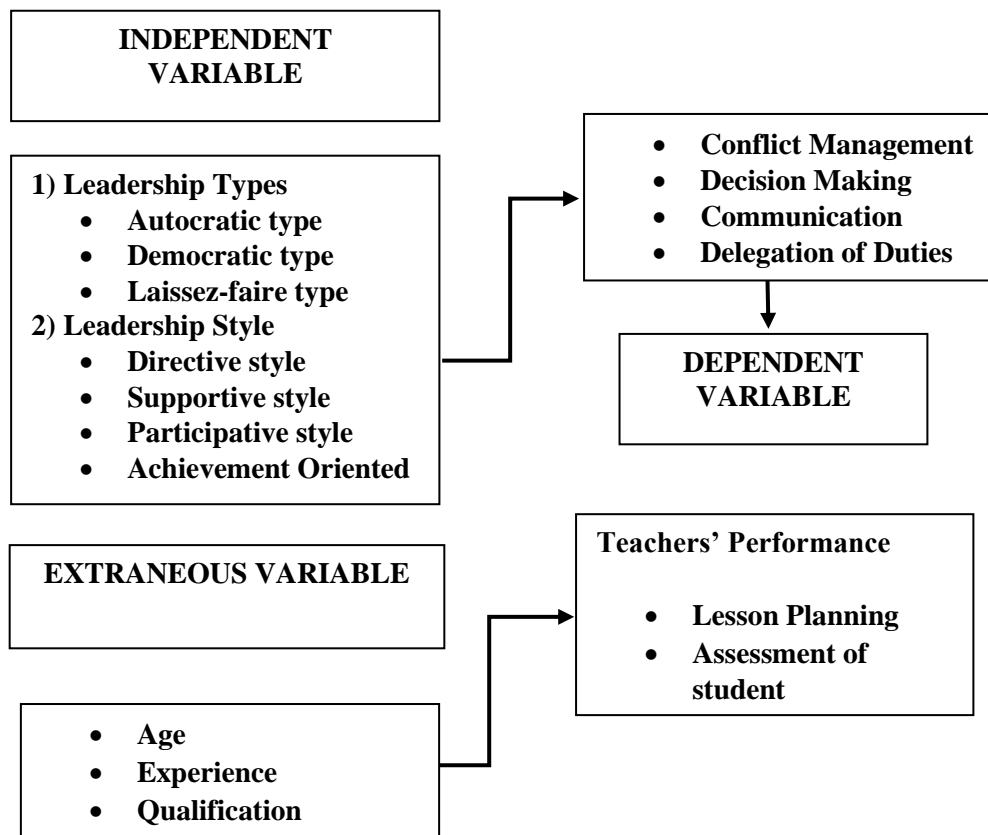
Leadership is built on relationships, particularly strong connections between leaders and subordinates. Instructional leadership has gained popularity over the past two decades, as introduced by Waters and McNutty (2003). The District East faces diverse socioeconomic backgrounds, resource limitations, and varying levels of teacher expertise. An effective leader should possess aptitude in all these areas, but discussions on leadership effectiveness often revolve around their ability to inspire the team. In-service training on instructional leadership for head teachers aims to enhance balanced instructional leadership, leading to improved academic performance.

Path-Goal Theory suggests that effective leadership practices encompass various types and styles that can influence teachers' performance in public secondary schools. Recent research has emphasized the significance of different leadership approaches. For example, Rana, Rasheed, and Munir (2021) explored the positive association between transformational leadership and teacher performance. Khan, Qureshi, and Iqbal (2019) examined how instructional leadership practices significantly enhanced instructional quality. Additionally, Ahmed and Mahmood (2018) highlighted the positive influence of distributed leadership on collaboration and teacher effectiveness. These recent studies provide valuable insights as per Path goal theory in conceptual framework revolved directive, participative, supportive, achievement-oriented leadership styles and Leadership behavior as conflict management, decision making, communication,

delegation of duties and their impact on teachers' performance as lesson planning, assessment of student, curricular and co-curricular activities in public secondary schools.

For instance, Zulfiqar, Ahmad, and Khan (2018) investigated the relationship between transformational leadership and teachers' job satisfaction and performance. Another study by Ali and Imran (2019) explored the influence of transactional leadership on teachers' organizational commitment and performance. Furthermore, Khan, Shahzad, and Ahmad (2021) focused on the effects of servant leadership on teacher motivation and instructional quality. Collectively, these studies emphasize the significance of transformational, transactional, and servant leadership styles in enhancing teachers' performance in public secondary schools in Pakistan.

Conceptual frame works



LITERATURE REVIEW

There are three main types of leadership observed in schools. Autocratic leadership refers to a structure that allows the individual complete authority, with limited follower's intervention. Yuki (1994) found that autocratic leaders tend to have the following five characteristics: they don't consult with the organization's members in the decision-making process, the leaders set all policies, and the leader predetermines the working methods, the decision-making process. Democratic leadership refers to a situation where leaders and followers have a level field. According to Goldman (2002), democratic type of leaders generally consume the subsequent six features: decisions are decided by a collective of groups, technological and job performance indicators are shared such that they are known by everyone, representatives guide participants about the activities to be done, participants are able to select for whom they operate, team decides the sharing of task Goldman (2000) suggests leaders who use a cooperative leadership model create unity by engagement, but those leaders are still expecting an advanced degree of quality and self-direction. Laissez faire Type of Leadership have setting is characterized by a free rein approach, where participants are given the autonomy to make decisions without interference from the leader. Hackman and Johnson (2009) describe this leadership style as highly effective, especially when the followers are mature and highly motivated. It calls for complete flexibility in collective decision-making without the leader's intervention. According to Talbert and Milbrey (1994), in this type of leadership model, the leader refrains from intervening or actively participating in group-determined activities.

In Path goal theory of leadership House and Mitchell (1974) characterized four styles of leadership. Directive, Supportive Participative and Achievement situated. They're up held two elements which are expressed by an Ohio State University. In Directive style the heads illuminates their subordinates what they expected of them, similar to what to attempt to, how it's performed, planning, correspondence, coordination, and dissemination of their obligations when staff guarantee about undertaking will finish in successful way. In Participative Style the leader counsels and imparts their cut off subordinates before settling on and choices for foundation. It's phenomenally successful when staffs are knowledgeable, prepared and devoted towards their work. In Achievement Oriented style the heads define testing objective for their subordinates and anticipates that them should play out their undertaking and most significant level staff shows certainty and utilize their capacities to satisfy the desires of their leaders

Leadership practices of heads refers to the how they manage conflict, the manner in which they convey on and the manner in which they delegate the tasks to the educators. Conflicts are the inevitable parts of any organization. the foremost reason of conflicts in our government schools are between School heads and teachers are misunderstanding favoritism, extra arrangement periods, poor communication, lack of scheming , lack of

equal opportunities, unclear job roles, poor staff selection for duties, forcedly as long as subject or taught which isn't teacher interests, It all creates stress, frustration and uncertainty. In decision making process according to Okumbe (1998), a significant contribution in the dynamic of school leadership and teaching involves collaborative discussions between school heads and educators to establish a responsive approach. In contrast, Chandan (1987) describes a democratic leadership style that values input from educators. Wolfson (1998) emphasizes that a lack of engagement with goals can result in fatigue and frustration among employees. Shaw (2007) sees participation in decision-making as a collaborative effort, and many managers believe it enhances institutional efficiency (Collins et al., 1989). However, Short et al. (1991) caution against excessive promotion of participation by faculty heads. Sodhi (2009) asserts that participatory management creates an environment where workers can express their desires and concerns, while Somech et al. (2009) highlight the potential of participatory administration in maintaining managerial involvement and facilitating problem-solving efforts.

According to Myers (2001), effective communication plays a critical role in the success of teachers, with school heads being a key figure in facilitating this communication. When there are communication issues between educators and the school principal, it negatively impacts the effectiveness of teachers' performance. Armstrong and Baron (1998) also emphasize the significance of communication in leadership, while Handy (1996) stresses the importance of clearly communicating tasks and expectations for efficient execution. Handy further suggests that communication can be direct or indirect and should be tailored to individuals to enhance their performance. According to Oxford (2005), delegation involves assigning tasks and responsibilities to individuals due to their expertise or lack of resources. Chandan (1987) views delegation as a means of sharing workload and assigning tasks to subordinates. In schools, the school head delegates responsibilities to teachers across different departments and organizations (Hannagan, 2002). Cole (2004) highlights the effectiveness of delegation but does not explicitly explain how it can improve overall teacher performance in public schools. Heathfield (2004) emphasizes that successful delegation relies on joint goal planning. Chapman (2005) emphasizes the importance of considering individuals' comfort level in receiving delegated authority. Mullins (1993) defines delegation of authority as granting permission to undertake activities that are typically managed by someone in a higher position.

During this research, the educator's execution was reflected in light of the fact that the demonstration of the classroom and instructor's contribution to all curricular and co-curricular activities, for example, classroom and appraisal of students through giving schoolwork, tests, activities, tests and interest in co-curricular exercises of foundation. Lesson planning is a fundamental aspect of effective teaching in public secondary

schools. It involves the systematic preparation and organization of instructional activities to meet specific learning objectives. This process includes selecting appropriate content, designing engaging learning experiences, and considering different instructional strategies and resources. Lesson planning allows teachers to structure their lessons effectively, cater to the diverse needs of students, and create an optimal learning environment. A well-designed lesson plan promotes student engagement, supports meaningful learning experiences, and enhances overall academic achievement. Assessment plays a crucial role in evaluating student learning and progress in public secondary schools. It encompasses a variety of methods and tools used to gather information about students' knowledge, skills, and understanding of the curriculum.

Assessment in public secondary schools can be both formative and summative. Formative assessment, conducted during the learning process, helps teachers monitor student progress, provide timely feedback, and adjust instructional strategies accordingly. Summative assessment, conducted at the end of a learning unit or course, evaluates students' overall achievement and determines their level of mastery. Effective student assessment in public secondary schools supports instructional decision-making, promotes accountability, and facilitates student growth and success. Co-curricular activities are the backbone of all educational institutions. Generally, public educational institutions celebrate important days, like Independence Day, Eid Milad-un-Nabi, Quaid-e-Azam Day, Allama Iqbal day, Kashmir day, Eid Millan parties, and sports competitions. This includes programs such as speech competitions, poetry recitals and tableau. In addition, various training and correctional activities are conducted in the school assembly.

RESEARCH OBJECTIVES

1. To find the significant relationship between leadership practices of school heads and the teacher's Performance in government secondary schools.
2. To determine the leadership types and style used by school heads for the teachers.
3. To investigate the leadership behaviors between school heads and teachers and their effects on teachers.

RESEARCH HYPOTHESES

1. There is a no significant relationship between leadership practices of school heads and the teacher's performance in government secondary schools.
2. There is a no significant relationship between leadership types and style followed by school heads for the teachers to enhance teachers' performance.
3. There is the no significant difference between impact of leadership behaviors of school heads' and teacher's performance.

RESEARCH METHODOLOGY

Descriptive survey design and quantitative methods were employed in this research to investigate the school Head Leadership practices and Teacher's Performance. The study was conducted in District East Karachi, which comprised a total of 28 secondary schools and a population of 612 teachers, as reported in the SEMIS Census 2016. The population for this study was determined based on the statistics obtained from the Sindh Education Management Information System (SEMIS) for the academic year 2016-17. The research aimed to include all 28 secondary boys' schools and their respective teaching staff, totaling 612 teachers. To obtain a representative sample, 10 schools and 100 teachers from boys' secondary schools in District East Karachi were selected using a simple random sampling technique. This sample size was deemed appropriate for collecting relevant and accurate information. Data collection was carried out through the administration of a questionnaire to the selected teachers. The questionnaire consisted of items rated on a five-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree). It encompassed two parts: demographic variables and assessments of Leadership Practices (Types, Styles, and Behaviors) and Teachers Performance (Lesson Planning, Assessment of Students, and Co-Curricular Activities). The data collection process involved personal visits to the schools, during which the questionnaire was administered to the participating teachers.

DATA ANALYSIS

Data were stored and analyzed using Excel. Proportions were calculated for qualitative data sets, while variance and mean were calculated for all quantitative parameters. Cronbach's α was used to test the reliability of the questionnaire. Cronbach's alpha of 0.817 suggests that the reliability of this questionnaire is relatively high. It indicates that the items in the questionnaire are strongly related to each other, which is desirable for measuring the intended construct.

Table 1: Baseline Characteristics of Teachers Profile (n=100)

Demographic Characteristic		Frequency	Percent
Designation of Teacher	High School Teacher	41	16.6
	Junior School Teacher	57	23.1
	Others, please specify	02	0.8
Gender of Teacher	Male	27	10.
	Female	73	29.6
Age of Teacher	25-35	10	4.0
	35-45	32	13.0
	45-55	53	21.5

	Above than 55	15	6.1
Academic Qualification	Intermediate	01	0.4
	Graduate	43	17.4
	Post Graduate	54	21.9
	Others	02	0.8
Professional Qualification	C.T	08	3.2
	B.Ed.	58	23.5
	M.Ed.	34	13.8
Experience	5-10	01	0.4
	10-15	11	4.5
	15-20	09	3.6
	20-25	58	23.5
	Above than 25	21	8.5
Job Status	Permanent	97	39.3
	Contractual	03	1.2

Table 1 report the characteristics of teacher’s profile, in the present study there were hundred teachers were surveyed. Most teachers were Junior School Teachers (23.1%) or High School Teachers (16.6%).Female teachers comprised the majority (29.6%), while male teachers accounted for a smaller portion (10%).Teachers were distributed across various age groups, with the highest percentage in the 45-55 age range (21.5%).The majority of teachers had a Post Graduate degree (21.9%), followed by Graduate degrees (17.4%).B.Ed. (Bachelor of Education) was the most common qualification (23.5%).The largest group of teachers had 20-25 years of experience (23.5%).Most teachers held permanent positions (39.3%), while a small percentage were on contractual arrangements (1.2%).

Table 2: Mean, Median and Standard Deviation of Leadership Practices and Teachers Performance

Leadership Practices	Mean, Median and Standard Deviation	Teacher's Performance
Mean	58.82352941	Mean
Standard Error	1.103409918	Standard Error
Median	64	Median
Mode	69	Mode
Standard Deviation	11.14389391	Standard Deviation
Sample Variance	124.1863716	Sample Variance
Kurtosis	-1.447274841	Kurtosis
Skewness	-0.362761717	Skewness
Range	40	Range
Minimum	35	Minimum

Maximum	75	Maximum
Sum	6000	Sum
Count	102	Count
Largest (2)	74	Largest (2)
Smallest (2)	39	Smallest (2)

Table 2 indicate that the leadership practices in public schools of District East Karachi, as perceived by teachers, have an average rating of 58.823. This suggests that, on average, teachers have a relatively positive perception of the leadership practices employed by school heads. The precision of this estimated mean is reflected in the standard error of 1.103. The median score of 64 further supports the notion of higher ratings, indicating that the middle value of the ratings is close to 64. The mode of 69, representing the most frequently occurring score, suggests a concentration of ratings towards the higher end. These findings collectively indicate a generally favorable perception of leadership practices among teachers. The standard deviation of 11.144 indicates a moderate degree of variability or dispersion in the ratings, suggesting that there is some diversity in teachers' perceptions. The sample variance of 124.186 complements this, providing a measure of the spread of scores. These results highlight the range and distribution of ratings, contributing to a better understanding of the variations in teachers' perceptions. The kurtosis value of -1.447 indicates a relatively flat distribution with fewer extreme scores, while the skewness value of -0.363 suggests a slightly negatively skewed distribution.

Table 3: Independent Samples t-test Identify the Difference between the Leadership Practices and Teachers Performance

T Test	Leadership Types and Style	Teachers' Performance
Mean	59.03	34.18
Variance	124.4940404	9.522828283
Observations	100	100
Pooled Variance	67.00843434	
Hypothesized Mean Difference	0	
Df	198	
t Stat	21.4657793	
P(T<=t) one-tail	6.97106E-54	
t Critical one-tail	1.652585784	
P(T<=t) two-tail	1.39421E-53	
t Critical two-tail	1.972017478	

Table 3 shows the T-Test Two Sample Assuming Equal Variances analysis was conducted to examine whether there was a significant difference between the mean scores of Leadership Types and Style and Teacher's Performance. The mean score for Leadership Types and Style was found to be 59.03, while the mean score for Teacher's Performance was found to be 34.18. The variance for Leadership Types and Style was 124.4940404, and the variance for Teacher's Performance was 9.522. Both variables had 100 observations. The variance for both groups was calculated as 67.008, which indicates that the variances of the two groups are similar. The hypothesized mean difference was set to 0. The calculated t-statistic was found to be 21.465, with 198 degrees of freedom. The p-value for a one-tailed test was 6.97106E-54, and for a two-tailed test was 1.39421E-53. The critical t-value for a one-tailed test with a significance level of 0.05 and 198 degrees of freedom is 1.652, and for a two-tailed test is 1.972.

Table 4: The correlation analysis for Leadership Practices on Teachers' Performance

	Leadership Practices	Teacher's Performance
Leadership Practices	1	
Teacher's Performance	0.629925661	1

Table 4 shows the correlation analysis for The Impact of Effective Leadership Practices on Teachers' Performance in Public Secondary Schools of District East Karachi, revealed the following results: The correlation coefficient between Leadership Practices and Teacher's Performance is 0.629. The correlation coefficient is positive, indicating a positive relationship between Leadership Practices and Teacher's Performance. The value of 0.6299 suggests a moderate to strong positive correlation between Leadership Practices and Teacher's Performance. The interpretation of this correlation result indicates that there is a significant and positive relationship between Leadership Practices and Teacher's Performance. As the Leadership Practices score increases, there tends to be a corresponding increase in the Teacher's Performance score.

Table 5: Effect of School Heads Leadership Type on Teachers Performance

TP	Leadership Types								P-Value
	Autocratic (n= 83)		Democratic (n=25)		Lai.Faire (n=1)		Mixed (n=90)		
	M	SD	M	SD	M	SD	M	SD	
LP	3.46	0.56	3.54	0.37	2.58	0.44	3.44	0.7	<0.01*
AS	2.03	0.37	2.08	0.25	1.83	0.32	1.97	0.39	0.02*
CA	3.22	0.41	2.64	0.38	2.02	0.36	2.72	0.37	<0.01*

***p<0.05 was considered significant using One Way ANOVA**

Table 5 shows the analysis on studying the effect of leadership types on teacher’s performance (TP), those who have autocratic leadership type they have mean lesson planning scores of 3.46 ± 0.56 , under democratic leadership type the mean lesson planning was 3.54 ± 0.37 , those who followed laissez faire leadership type their teachers have mean lesson planning scores of 2.58 ± 0.44 and those who have mixed leadership type their teachers have mean scores for lesson planning like 3.44 ± 0.70 . Test showed there was significant difference in the mean lesson planning scores of teachers with respect to leadership type with p-value less than 0.05.

Table 6: Effect of School Heads Leadership Style on Teachers Performance

TP	Leadership Styles						P-Value
	Directive (n=62)		Supportive (n=65)		Participative A.O (n=94)		
	M	SD	M	SD	M	SD	
LP	3.9	0.4	3.5	0.5	3.1	0.5	<0.01*
AS	1.8	0.2	2	0.4	2	0.3	<0.01*
CA	2.7	0.3	3.3	0.2	2.5	0.4	<0.01*

***p<0.05 was considered significant using One Way ANOVA**

Table 6 shows effect of leadership style on teacher’s performance(TP), those who have directive leadership style they have mean lesson planning scores of 3.95 ± 0.42 , under supportive leadership style the mean lesson planning was 2.07 ± 0.42 , those who followed participative & achievements-oriented style their teachers have mean lesson planning scores of 3.12 ± 0.59 . It is showed there was significant difference in the mean lesson planning scores of teachers with respect to leadership style with p-value less than 0.05.

Table 7: ANOVA Single Factor Analysis of the Leadership Practices on Teachers' Performance

Groups	Count	Sum	Average	Variance
Leadership Practices	102	6000	58.823	124.186
Teacher's Performance	102	3490	34.215	9.41836
ANOVA				
Source of Variation	SS	Df	MS	F
Between Groups	30882.84	1	30882.8	462.301
Within Groups	13494.08	202	66.802	

Total	44376.92	203
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Table 7 shows ANOVA results for the data analysis of the Impact of Effective Leadership Practices on Teachers' Performance: The ANOVA table provides information on the sources of variation and the statistical significance of the relationship between Leadership Practices and Teacher's Performance. The sum of squares between groups is 30882.843. Degrees of Freedom (*df*): There is 1 degree of freedom for the between groups analysis. Mean Square (MS): The mean square for between groups is 30882.84314 F-value: The F-value is 462.301. p-value: The p-value is 4.05614E-54 (a very small value) .The critical F-value is 3.887.The interpretation of the between groups analysis indicates that there is a significant difference in Teacher's Performance based on different levels of Leadership Practices. The obtained F-value of 462.301 is highly significant, indicating that the impact of Leadership Practices on Teacher's Performance is statistically significant. The p-value of 4.05614E-54 further supports this, suggesting that the observed difference is unlikely due to chance. The F-value surpasses the critical F-value of 3.887, reinforcing the statistical significance. The sum of squares within groups is 13494.078. There are 202 degrees of freedom (*df*) for the within groups analysis. The mean square for within groups is 66.802. The within groups analysis helps to assess the variability within each group (Leadership Practices and Teacher's Performance). The sum of squares within groups is 13494.078, indicating the variability of Teacher's Performance within each level of Leadership Practices.

FINDINGS

The findings of the study provide evidence to support the hypotheses and answer the research questions. The research reveals a significant relationship between leadership practices of school heads and teachers' performance in government secondary schools. Contrary to the null hypothesis, the results demonstrate a positive and significant relationship between leadership practices and teachers' performance. This suggests that effective leadership practices adopted by school heads have a direct impact on enhancing teachers' performance. Furthermore, the study identifies that the leadership practices followed by school heads was mostly autocratic and non-supportive. The data analysis indicates a positive correlation between leadership practices and teachers' performance, indicating that as the leadership practices score increases, there is a corresponding increase in teachers' performance. This highlights the importance of effective leadership behaviors, such as communication, delegation, and supportive decision-making, in fostering an environment that enhances teachers' performance. Moreover, the ANOVA analysis confirms that different levels of leadership practices significantly impact teachers' performance. This implies that variations in leadership practices have a notable effect on the performance levels of teachers in public secondary schools. The study underscores

the significance of adopting effective leadership practices to promote a positive work environment, motivate teachers, and ultimately enhance their performance.

DISCUSSION

Based on the data analysis of "The Impact of Effective Leadership Practices on Teachers' Performance in Public Secondary Schools of District East Karachi," the following conclusions can be drawn. The teachers rated the leadership practices used by school heads relatively high, as indicated by the mean score of 58.823. The distribution of scores was slightly positively skewed, with a median score of 64 and a mode of 69. The standard deviation of 11.143 indicated variability in the ratings. The descriptive statistics provide an overview of the distribution, central tendency, and variability of the Leadership Practices. The descriptive statistics for Teacher's Performance followed a similar pattern as for Leadership Practices, indicating a positive relationship between effective leadership practices and teachers' performance. Further analysis revealed a moderate to strong positive correlation coefficient of 0.629 between Leadership Practices and Teacher's Performance. As the Leadership Practices score increased, there was a corresponding increase in the Teacher's Performance score. The T-Test analysis indicated a significant difference between the mean scores of Leadership Types and Style and Teacher's Performance. The calculated t-statistic of 21.465 was much larger than the critical t-value, with an extremely small p-value. Therefore, the null hypothesis that there is no difference between the means of the two groups can be rejected. This suggests that effective leadership practices have a positive impact on teachers' performance. The ANOVA analysis confirmed a significant relationship between Leadership Practices and Teacher's Performance. The between-groups analysis showed a highly significant F-value of 462.301 and a small p-value of 4.05614E-54, indicating a significant difference in Teacher's Performance based on different levels of Leadership Practices.

RECOMMENDATIONS

Based on research analysis and conclusions for improving leadership practices and enhancing teacher performance in public secondary schools. The recommendations are as follows:

Promote effective leadership practices by offering professional development programs for school heads to improve their leadership and management skills.

Provide continuous training and support for school leaders to enhance their competencies in communication, decision-making, conflict resolution, and creating a positive school culture.

Encourage collaboration and teamwork among school leaders, teachers, and stakeholders to facilitate effective leadership practices and promote a positive school climate.

Implement systems for continuous monitoring and evaluation of leadership practices through feedback surveys, classroom observations, and performance evaluations to ensure ongoing improvement and support for teachers.

Conduct further research to identify the specific leadership practices that have the most significant impact on teachers' performance, enabling the development of targeted interventions and training programs.

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