# The Influence of Effective Leadership on Teaching and Learning at College Level District Rahim Yar Khan

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## Abstract

*This study was conducted to find out the influence of effective leadership on teaching and learning at the college level in District Rahim Yar Khan. The study aims to: 1) Analyze the primary leadership practices and tactics used in educational institutions and their impact on the quality of teaching and learning results. 2) Evaluate the correlation between leadership efficiency and academic achievement. 3) Examine the influence of proficient leadership on teachers' motivation, professional growth, and instructional practices. 4) Provide suggestions and best practices in educational leadership to improve the overall quality. 5) Provide a comprehensive analysis of the impact of leadership on the advancement of inclusion, diversity, and equality within the education system. A descriptive quantitative survey design was selected for this study. The population of this study is all private colleges in the district of Rahim Yar Khan. The sample includes 15 private colleges, 400 students (boys and girls), and 150 teachers (males and females) participated as a sample. Two self-structured questionnaires were used as a research tool: one for students (comprising 40 items), and one for teachers (comprising 30 items). A simple random sampling technique is used for data collection. The collected data was analyzed with the help of SPSS. The results revealed that leadership plays a pivotal role in the success of any institution. Further, students must maintain a better environment in the colleges; express their viewpoints during the discussion, and have a teamwork strategy that helps them to check effective leadership's influence on teaching and learning.*

**Keywords:** *Influence, Educational Leadership, Quantitative Study, College Education*

## Introduction

Leadership is crucial in Pakistani educational institutions since it facilitates effective teaching practices and fosters a conducive learning atmosphere. Effective leadership significantly influences educational progress, teacher growth, and student achievement. This study aims to highlight the distinct opportunities and challenges educational administrators face. In Pakistan, attaining a college degree is essential for individuals aspiring to pursue further academic pursuits, join the professional workforce, and effect positive societal change. To successfully assume leadership roles inside Pakistani institutions, it is essential to possess a comprehensive understanding of the social dynamics, cultural dynamics, and educational system prevalent in the country. Leaders who understand this phenomenon have the potential to cultivate an environment that enhances educational outcomes by strategically adapting approaches to address the specific challenges and aspirations of students in Pakistan.

Leadership requires the ability to recognize use and influence the team's strengths to achieve goals. No leadership approach, answer key or formula is universal. According to Peterson (2019), effective leadership is characterized by a modest and sincere presentation of one's distinctive self to improve the environment to which one belongs.

According to Leithwood, Louis et al. (2009), successful leadership is providing a clear vision and motivation to a team and fostering collaboration towards a shared objective. Additionally, it involves a comprehensive awareness of each team member's unique abilities and temperaments and the skillful use of motivational strategies to encourage their active participation in attaining collective objectives.

A leader is an individual who assumes the responsibility of directing and guiding a collective of individuals toward the attainment of stated purposes, goals, and objectives within the context of college (Elliott, 2018). A leader who has not invested in their development may encounter obstacles while attempting to assume a leadership role effectively. Influential leaders serve as safe grounds for others, exhibiting a deep-rooted sense of self-assurance in their abilities. Leaders who are highly skilled in risk assessment and capable of making informed decisions based on careful analysis are well aware of the significance of this process (Aikman and Unterhalter, 2005).

Within educational institutions, leaders possess a unique and distinct set of competencies. Efficiency is a crucial factor in both corporate and government sectors. To foster the next generation of leaders and workers who will generate new knowledge, universities play an

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essential role. Hence, it is vital to possess a workforce of intellectually engaged, motivated, empowered, and contented individuals capable of fulfilling their diverse duties. According to Cheruiyot (2012), there is a commonly held belief that the quality of their leadership heavily influences the effectiveness of institutions. According to Oriha (2018), colleges' effectiveness depends on their head teachers' leadership.

To sum up, a leader can effectively oversee tasks while demonstrating rationality, motivation, guidance, communication, and attentiveness. These characteristics are crucial for headteachers to achieve success in their professional role. The institution's administration might be likened to navigating a vessel through turbulent and chaotic seas.

**Significance of the Study**

This research aimed to investigate the influence of effective leadership on teaching and learning. Effective leadership directly influences academic achievement by creating a favorable learning environment, promoting faculty growth, and guaranteeing the adoption of optimal teaching methods. By comprehending the impact of leadership on these domains, we may acquire knowledge that can enhance academic achievements and bolster student retention. Leadership is essential for the professional growth and morale of faculty members. Competent leaders provide guidance, provisions, and assistance, fostering an environment of ongoing progress among educators, resulting in increased work contentment and improved teaching excellence.

**Objectives of the Study**

The research aimed to achieve the following objectives:

1. To analyze the primary leadership practices and tactics used in educational institutions and their impact on the quality of teaching and learning results.
2. To evaluate the correlation between leadership efficiency, academic achievement, and students' general contentment with the educational process.
3. To examine the influence of proficient leadership on teachers' motivation, professional growth, and instructional practices.
4. To provide suggestions and best practices in educational leadership, aiming to improve the overall quality of teaching and learning within colleges and academic institutions.
5. To comprehensively analyze leadership's impact on advancing inclusion, diversity, and equality within the education system.

## Literature Review

### What is Leadership?

The term "leadership" has been debated for almost fifty years, with studies focusing on areas such as administration and management growth. In addition, these discourses and research efforts focus on the quality of leadership, the leader's capacity, leadership effectiveness, and leadership behaviors (Bolden, Gosling et al., 2003). Leadership is a notion that is characterized by its relative complexity. This statement is accurate since several methodologies have been used to attribute significance to leadership and its efficacy (Hannah, Avolio, et al., 2008). Leadership has been defined in several ways, and a few of these definitions will be examined below:

Conventional viewpoints see leadership as encouraging obedience, collaboration, and admiration. The leader exerts authority over the followers to gain their cooperation (Epitropaki, Kark et al., 2017). Furthermore, the traditional notion of leadership is maintained by the leader's responsibility in developing objectives and guaranteeing their efficient and orderly accomplishment. Desmarais (2015) presents an alternative perspective on leadership, seeing it as an individual attribute that encompasses one's emotions, intellect, and actions. He asserts that leadership encompasses one's convictions, principles, and foresight. Leadership behaviors refer to the actions and outcomes that an individual demonstrates as a leader. Leadership may be defined as guiding others, whereby the leader's ideals, personality, vision, aptitude, and prior experiences are used to address the current situation effectively.

According to Jaafaripooyan, Mosadeghrad et al. (2020), leadership behavior refers to the unique combination of uniqueness, abilities, and attitudes shown by an administrator in various situations, in alignment with management and individual ideals. Leadership behaviors do not exist in isolation; they arise when two or more individuals engage with each other, and the leader aims to influence another person's behavior (Somech and Naamneh, 2019). Leadership behaviors may be seen as a facet of an individual's personality, including their views, ideas, intellect, expertise, and beliefs. These behaviors can potentially bring significant organizational transformations. There are several categories of leadership behaviors, each possessing distinct features that might be valuable in certain circumstances. No universally superior leadership conduct is consistently used; leaders often employ a range of actions under varying conditions. The literature study primarily focuses on leadership behaviors:

autocratic, democratic, and laissez-faire. These behaviors are closely associated with the dynamic between followers and leaders (Hurtado, 2021).

Educational professionals claim that the leader plays a pivotal role as a catalyst for organizational growth and enhancing students' educational outcomes (Homayeni, Damirchi et al., 2018).

## Foundations of Leadership

Individuals with extensive knowledge and exceptional ability for autonomous reasoning provide the foundation of a country. They have embellished and exalted history and are consistently required in significant quantities. Some individuals possess inherent leadership qualities, while others acquire leadership skills through training or professional experience. Additionally, some individuals become leaders by their efforts and talents.

Confident investigators assert with unwavering conviction that history is a vivid chronicle of the triumphs and failures of humanity's endeavors in leadership. The examination of managerial skills remains an ongoing topic with past interest. All issues surrounding leadership emerged as a matter of utmost significance in the contemporary period characterized by rapid societal transformations. Mukhtar, Singh et al. (2021) suggest that it is valuable to explore the findings of behavioral scientists about interpersonal behavior and to expand upon them by exploring new avenues of inquiry.

## Importance of Leadership

Researchers widely agree on the paramount importance of good leadership. Gardner and Schermerhorn Jr (2004) assert that leadership plays a central role in determining the success or failure of a college or organization since it embodies its essence. Hence, examining leadership in colleges or organizations is intricately linked to exploring the efficacy and efficiency of these colleges or organizations. The head teachers successfully curbed disruptive behavior by fostering positive intergroup interactions via various strategies, resulting in a secure and supportive environment. As a leader, the head teacher aims to possess leadership skills that may effectively reduce cultural fears among learners, which often manifest as adverse conduct and attitudes (Beatty, 2009).

According to Yukl, Mahsud et al. (2019), democratic leaders are responsible for making final choices but actively include faculty members in the decision-making process. They instill a sense of self-assurance among their followers. Subordinates exhibit sustained engagement in

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the mission and strive to achieve the established goals. Democratic leaders provide a multitude of advantages. Faculty members experience work satisfaction and maintain high productivity levels due to their increased involvement in decision-making processes.

According to the behavioral basis of leadership, a leader must adapt their leadership conduct to suit different conditions. If the leader fails to align him with the current circumstances, he will cease to be a leader and will be ousted. According to Arnesen et al. (2021), this line of thinking is valuable for those involved in practical matters, such as college administrators, since it prioritizes actual events rather than seeking explanations for observed conduct. It prioritizes the outcomes of the above explanations.

**What is Effective Leadership?**

This approach is a result of inherent deficiencies in the alternatives above. This leadership research approach relies on the analysis of tangible behavior. However, it may be unfeasible to measure and assign a numerical value to every individual conduct shown by a person. The essence and behavior of people are mysterious phenomena. A group's acts and its leader's behavior are in continual interaction.

Hoy and Miskel (2008) State that leaders with solid motivation have elevated expectations and are driven by goals, resulting in a higher likelihood of success. According to Yukl (2008), good leaders possess a strong inclination towards accomplishing tasks and demonstrate genuine care for the well-being of others, including both task-oriented and interpersonal demands. Achievement requirements pertain to the inherent drive to accomplish goals and the aspiration to surpass expectations. Individuals who possess good leadership skills also have a heightened motivation for power. Such individuals actively pursue positions of responsibility to exert influence over others. High expectations are sought since they reflect an individual's confidence in their ability to complete a task and achieve a desirable result. Self-efficacy refers to an individual's capacity to effectively execute a well-structured action plan (Bass and Riggio, 2010).

Leadership effectiveness remains a significant focus of interest in mainstream and academic literature (Avolio, Sosik et al., 2003). The growing interconnectedness of countries and the difficulties of doing business in the global market have intensified this curiosity. Acquiring a comprehension of what defines good leadership has proven to be a challenging endeavor. The argument has included the notion that leadership is a "futile concept." This narrow approach

hinders our understanding of the potential effects of leadership at the highest levels. Researchers recognized the significance of individual leadership qualities. Nevertheless, they found that these qualities alone are inadequate in explaining leadership success unless linked to organizational outcomes.

## Influence on Teaching Practices and Teacher-Student Interaction

Department heads serve as complexity reducers in their primary function as managers. They explain processes, aims, and objectives; they oversee operations and performance, and they also assist at an individual level (Gonaim, 2016). This aspect encompasses leader behaviors, "preparing department arrangements to facilitate the direction set, providing feedback on performance, providing resources for and adjusting workloads to stimulate scholarship and research, and making academic appointments that enhance the department's reputation". All four concepts revolve around establishing an efficient setting to accomplish predetermined objectives, appropriately allocating work and resources, and implementing procedures that enable individuals to do their duties effectively while receiving prompt feedback and guidance.

Much recent research on discourse refers to leadership styles prioritizing relationships directly or indirectly. Influential leaders are those who facilitate and engage their followers in decision-making (Gibbs, Knapper et al., 2008). They empower their subordinates and followers by allowing them to actively participate in the immediate decision-making process (Collinson and Collinson, 2009). During this practice, competent leaders demonstrate their recognition of the skills and capabilities of their employees and convey trust in their knowledge and proficiency (Bryman and Lilley, 2009). Empowering others aligns with the notion of "allowing the opportunity to participate in key decisions/ encouraging open communication." Gonaim (2016) highlights that the growing inclusion of others in management decision-making and policy formulation signifies the emergence of a philosophy of blended and democratic leadership in higher education.

## Professional Development and Learning Outcomes

Most of the research has concentrated on the influence on students' achievements acquired via successful teacher professional development, although this approach has two significant drawbacks. Identifying a causal link in a complicated process with several inputs is inherently challenging (Avalos, 2011). Furthermore, although it is commendable to prioritize

professional development that enhances students' achievements, it is not always ensured that professional development is specifically tailored to this objective. Consequently, in such instances, its efficacy as a measure becomes less dependable. It is essential to consider that any enhancement in students' achievement may be attributed (Hawthorne Effect et al., 2008), which refers to changes in conduct and their related effects due to being observed or several other variables at play.

Another method for assessing the effectiveness of professional development is via satisfaction or impact surveys (Avalos, 2011). However, it is essential to note that these surveys only measure individuals' perceptions. Cordingley, Higgins, et al. (2015) propose that instead of relying solely on a survey conducted at the end of the day, it would be more beneficial to engage in a comprehensive conversation a few months later to investigate long-lasting changes. Furthermore, they assert that "profound professional learning may cause discomfort and elicit negative immediate feedback, which ultimately leads to more positive feedback once teachers have had the opportunity to reflect." In their study, Yoon, Duncan, et al. (2007) propose a cyclical framework to assess the influence of professional development on pupil outcomes. This framework establishes a connection between professional development, knowledge and skills, classroom practice, and pupil outcomes. The impact of curriculum models, assessments, and accountability is also considered.

**Leadership and Organizational Climate in Education**

The primary responsibilities of a principal include providing leadership, guidance, and coordination for a diverse range of activities inside the educational institution. The principal's primary duty is to establish and keep excellent teaching and learning circumstances for the educational programs implemented inside the institution. The principal is responsible for assisting teachers in their instructional endeavors. The function of principals is crucial in attaining an institution's aims and objectives. One of the critical roles of administrators is to provide authentic and effective leadership, which in turn leads to enhanced professional performance among instructors. The principal is responsible for providing esteemed visions centered on their daily practices and aiming to cultivate a positive culture that promotes outstanding teacher performance (Sarwar, Tariq et al., 2022).

Specific characteristics of both organizations and their employees may counterbalance the influence of leadership. This concept holds great importance within the context of higher

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education institutions. Although there are no specific examinations of the alternatives for leadership theory in the context of academic leadership, the results presented in this article suggest that leadership does have a significant impact on academic performance.

## Research Methodology

This study aimed to examine the impact of effective leadership on teaching and learning at the college level in the District of Rahim Yar Khan. This study is descriptive. The research used a quantitative design to investigate the viewpoints of a substantial number of persons. The design's most notable feature was using a questionnaire for data collection, ensuring objectivity and accuracy. Two questionnaires were used to gather data from instructors and students. The data was collected by using a simple random sampling technique. The sample consists of 400 students (both girls and boys) and 150 instructors (both males and females) from private colleges in Rahim Yar Khan District. A representative sample was selected for this study design to reflect the large population accurately. The collected data was analyzed with the help of SPSS software to make appropriate conclusions and judgments.

### Validity and Reliability of the Tool

To verify the tool, it was consulted to the specialists. Furthermore, they suggested a few grammatical adjustments to enhance clarity and understanding. The questionnaires were revised according to the experts' assessment. The pilot study was also conducted to finalize the tool. For pilot testing, data was gathered from 14 college teachers (both males and females) and 14 college students (both boys and girls) from the District of Rahim Yar Khan. On the other hand, the individual was not drawn from the sample. Cronbach's alpha, a technique for assessing reliability by measuring the correlation coefficient between variables, was applied to the gathered data.

Table 1
Gender-wise Distribution of Sample (Students)

| Gender | Frequency |
|--------|-----------|
| Girl | 260 |
| Boy | 140 |
| Total | 400 |

Table 1 demonstrates a representative sample that included 400 students (260 girls and 140 boys).

Table 2
Gender-wise Distribution of Sample (Teachers)

| Gender | Frequency |
| --- | --- |
| Male | 39 |
| Female | 111 |
| Total | 150 |

Table 2 demonstrates that the sample included 150 teachers (39 males and 111 females).

## Data Analysis

Software application (SPSS, 22) was used to analyze the data. The percentages and frequencies of solutions have been computed. The findings have been expressed as a proportion of entire replies. Conclusions have been reached, and guidelines have been given as a result.

**Findings of Students' Data**

1. 85.8% of the participants agreed that the students must maintain a better environment in the college.
2. 92.8% of the participants agreed that the teacher provides a specific understanding to each student.
3. 89% of the participants agreed that students possess a basic understanding of the rules of teaching and learning.
4. 84.1% of the participants agreed that they are praised for keeping to the rules of learning.
5. 82.3% of the participants agreed that students get rewards for excellent achievement.
6. 84.1% of the participants agreed that professors should educate students on proper behavior in the college-level environment.
7. 79.1% of the participants agreed that students keep the cleanliness of the building and grounds.
8. 81.8% of the participants agreed that students are provided with encouragement for the best learning.
9. 84.8% of the participants agreed that they show respect for one another.
10. 81.8% of the participants agreed that the college provides a secure environment for students to work in their daily routines.

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11. 83% of the participants agreed that the students display respectful behavior towards lecturers regarding issues involving punishment.

12. 89.1% of the participants agreed that they actively respond to the things they learn.

13. 82.7% of the participants agreed that the principal, professor, lecturer, and student collaborate to maintain a better learning environment.

14. 83.1% of the participants agreed that teachers show polite behavior towards students during the teaching and learning process.

15. 86.3% of the participants agreed that college students are given time to develop social skills.

16. 78.5% of the participants agreed that students take part in all educational activities during the teaching and learning process.

17. 83.3% of the participants agreed that the learning process is maintained by the college students.

18. 83.6% of the participants agreed that teachers regularly observe and evaluate the social interaction and responsibility of their students.

19. 87.3% of the participants agreed that teachers see and recognize both well-behaved and unwell-behaved students' actions.

20. 83.8% of the participants agreed that students regularly display outstanding self-control without any worry.

21. 82.8% of the participants agreed that teachers can effectively handle students' misconduct within the learning environment.

22. 82.5% of the participants agreed that the college strictly maintains its learning policy.

23. 84.8% of the participants agreed that students who disturb the college environment face serious punishment by the principal.

24. 84% of the participants agreed that teachers handle students who disturb the learning environment in the classroom with strictness.

25. 80.6% of the participants agreed that teachers create fear in the classroom as a means of teaching and learning.

26. 82.3% of the participants agreed that collaboration with parents is important after the suspension of a student from college.

27. 81.5% of the participants agreed that suspensions and expulsions from colleges have negative effects on learners.

**28.** 85.1% of the participants agreed that some students disrupt the classroom yet don't get any knowledge from their college education.

**29.** 82% of the participants agreed that suspension from college is an important strategy for better learning.

**30.** 82% of the participants agreed that teaching and learning are based on students' academic records.

**31.** 81.8% of the participants agreed that teachers use harsh methods to implement college rules and regulations.

**32.** 84.3% of the participants agreed that expulsion and suspension serve as a reminder to learners to think about their actions.

**33.** 84.5% of the participants agreed that students who cause disturbances are held to a very high standard of responsibility.

**34.** 86.8% of the participants agreed that head lecturers provide warnings to students who exhibit disruptive behavior inside the college environment.

**35.** 83.3% of the participants agreed that teachers warn learners against causing disturbance inside the learning environment.

**36.** 79.8% of the participants agreed that only teaching and learning problems are brought to the attention of the principal.

**37.** 83.6% of the participants agreed that discipline regulations are applied to every student equally by the principal and other lecturers.

**38.** 81.1% of the participants agreed that the head teachers help the other lecturers with teaching and learning issues.

**39.** 81.8% of the participants agreed that professors use learners' behavioral records based on decisions about the students they teach.

**40.** 80% of the participants agreed that teachers engage students in the teaching and learning process.

Findings of Teachers' Data

**1.** 51.4% of the participants agreed that a college's head teacher is the ultimate decision-making authority in colleges.

**2.** 74% of the participants agreed that the principal seeks input from teachers but ultimately retains the final decision-making power.

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3. 68% of the participants agreed that the leader of the college directly establishes the goals and duties of the institution.

4. 62.7% of the participants agreed that the principal consults with teachers to establish priorities and responsibilities.

5. 52% of the participants agreed that teachers establish the priorities and tasks.

6. 55.4% of the participants agreed that the college's leader enjoys instructing lecturers to fulfill their duties.

7. 58% of the participants agreed that the principal offers services to the teachers to help them do their tasks.

8. 64.7% of the participants agreed that the principal permits instructors to choose strategies for accomplishing work.

9. 62% of the participants agreed that the Principal issues hard instructions when lecturers make errors.

10. 58% of the participants agreed that the principal corrects problems in a polite setting without considering interpersonal relationships.

11. 53.3% of the participants agreed that the head instructor accepts the errors made by lecturers.

12. 59.3% of the participants agreed that the college's leader feels that strict administration is essential for success.

13. 70% of the participants agreed that the principal expects lecturers to be aware of their responsibilities to reach the goals.

14. 64% of the participants agreed that the institute's leadership seeks input from lecturers regarding the tough issues.

15. 73.3% of the participants agreed that principals carefully evaluate teachers' performance.

16. 72.7% of the participants agreed that professors are responsible for clearly specifying their responsibilities.

17. 65.3% of the participants agreed that the head of a college likes to demonstrate his leadership influence by keeping control over both lecturers and the students.

18. 64% of the participants agreed that principals use their authority to support lecturers.

19. 65.3% of the participants agreed that a principal educator provides leadership authority to professors.

20. 71.3% of the participants agreed that a principal evaluates the teachers during the teaching and learning process.

21. 59.3% of the participants agreed that the principal uses the threat of punishment to achieve the goals of learning.

22. 64.7% of the participants agreed that the principal thinks that lecturers are responsible for determining how to accomplish the goals of learning.

23. 62% of the participants agreed that professors are looking for assurance from their principal instructor.

24. 62.7% of the participants agreed that the institute's leader believes that lecturers can effectively lead themselves.

25. 65% of the participants agreed that the institute's leadership emphasizes the need for lecturers to focus only on their duties.

26. 66.6% of the participants agreed that the institute's leader closely supervises the timetable to guarantee that duties are completed immediately.

27. 63.4% of the participants agreed that the principal encourages lecturers to engage in beneficial discussions with one another to enhance improvement.

28. 64% of the participants agreed that the head of the college supervises all college activities.

29. 72% of the participants agreed that the principal or professor gives responsibilities to teachers to coordinate the activities of the institution.

30. 63.4% of the participants agreed that professors are engaged in coordinating college activities.

**Discussion and Conclusion**

It is concluded that the study provides insights into how effective leadership can foster a positive college environment conducive to academic success and student well-being. It identifies and evaluates the specific leadership behaviors and practices that contribute to improved teaching quality and student learning experiences. It also explores the correlation between leadership styles (such as instructional leadership and transformational leadership) and their impact on school climate and student achievement.

The various leadership styles and practices adopted by college administrators and their effectiveness are enhancing teaching quality and student learning experiences. Effective college leadership styles positively correlate with improved teaching quality and teacher-

student interactions. Transactional leadership styles, where leaders focus on setting clear expectations and rewards, significantly enhance learning outcomes in educational settings. The overall impact of leadership on student learning is profound, especially in high-needs colleges, underscoring the importance of effective leadership in achieving academic success.

In short, leadership plays a significant role. Peter (2021) elucidates that a leader exhibits inspirational enthusiasm, which directly engages the followers and assumes a crucial role in shaping the leader's image. Leaders who exhibit reasonable motivation inspire enthusiasm in their followers, challenging established traditions, mature assumptions, and perspectives. The inclination towards aspirations related to progress and success is effectively cultivated via personalized introspection.

**Suggestions**

The following suggestions were made in light of the results:

- Effective college leaders should prioritize initiatives that foster continuous professional development among faculty, enhancing their teaching effectiveness.
- College administrators should consider adopting leadership styles that promote positive teacher-student interactions and effective teaching practices, such as transformational leadership.
- Leaders must create and maintain a supportive college climate conducive to learning, which includes addressing issues of safety, respect, and collaboration among all stakeholders.
- There should be efforts to empower teachers as leaders within their classrooms and schools, promoting distributed leadership models that enhance instructional quality.
- Institutions should implement ongoing assessment and improvement strategies guided by effective leadership practices to ensure sustained academic excellence.

**Recommendations for Future Research**

Future researchers can:

- Conduct longitudinal studies to track the long-term effects of different leadership styles.
- Investigate specific leadership behaviors (e.g., empathy, strategic decision-making) and their impact on students' engagement and motivation.

- Conduct cross-cultural studies to examine how cultural contexts influence the effectiveness of leadership practices in educational settings.
- Study the impact of educational policy changes on leadership practices.

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