



Principals And 21st Century Leadership Challenges: A Phenomenological Study

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Abstract

This purpose of this paper is to share the findings of a study which was conducted to figure out the views of principals of Teacher Training Institutions (TTIs) about existing leadership practices that are aligned with the needs and demands of 21st century requirements. The study also explored challenges that Principals encounter in making their institutes according to the vision of 21st century. The study was qualitative in nature and within this paradigm a phenomenological approached was used to collect data from the principals of public sector Teacher Training Institutions (TTIs). At present 27 TTIs are working in different cities of Sindh. Ten Principals of TTIs, 5 males and 5 females were selected using purposive sampling techniques. For data collection individual interviews were conducted. Thematic approach was used for data analyses. The themes emerged were personal challenges and institutional challenges. The findings of the study suggested that principals encounter personal and institutional challenges that are hurdle for them to meet the requirements of 21st century. These challenges included lack of facilities and resources such as internet facility, frequent break downs of electricity, absence of working computers and Science labs. Other challenges included teacher educators' poor English language skills, low capacity in using ICT tools and low personal commitment. The study recommends to develop the capacity of principals and teacher educators in educational technology and educational research. The study also recommends to renovate computer and science labs of TTIs.

Key Words: Challenges, 21st Century, principal leadership, Teacher Training Institutions (TTIs)



Introduction

According to Tran et al. (2023) ; Bush and Middlewood, (2013), Teacher-principals encounter complex and challenging challenges worldwide. Balancing instruction as well as leadership roles presents particular challenges for teachers, Report Word such as time limits, conflicts between roles, including a possible lack of specialised expertise. Considering hurdles, most teacher-principals value their teaching experiences for developing connections and comprehension of educational intricacies (Pounder, 2006). Limited assistance systems as well as advancement possibilities might make it challenging for dual-role leadership (Bush & Middlewood, 2013). Dependent on context studies along with initiatives are necessary for effectively assisting teacher-principals occupying critical leadership positions, given the worldwide degree to which the problem at hand. Bush and Middlewood (2013); Tran et al. (2023) stated that ASEAN teacher-principals' perspectives tend to be resilient as well as complicated. These teachers face a challenging environment that combines teaching in the classroom alongside leadership roles in administration. Managing time, balancing tasks, including specialised leadership expertise are frequent difficulties within Southeast Asian cultures. Similalry, (Petalla, 2022; Tran et al., 2023) stated further that teacher-principals often use their knowledge of teaching to foster connections as well as grasp learning obstacles (Petalla, 2022). Studies indicate the requirement for focused development for professionals throughout the region for promoting their diverse roles. Department of Education (2016) in throughout Philippine Islands, teacher-principals face a complicated environment formed by DepEd rules such as memo circular 4, s. the year 2016, that prioritise teaching leadership as well as management of strategy.

Review of Literature

These multifaceted roles involve a distinctive blend combining teaching as well as administration abilities (Casinillo & Suarez, 2022). Exemplary leadership plays an essential role over student achievement (González-Falcón et al., 2020). However, teacher-principals encounter continual challenges such as curriculum harmony, implementing educational campaigns, and maintaining favourable connections alongside family members as well as the surrounding population (Casinillo & Suarez, 2022). According to researches, teachers play important functions within their schools, necessitating excellent leadership and agility to handle complicated responsibilities (Casinillo & Suarez, 2022; Juharyanto et al., 2020). During Leyte as well as Southern Leyte, teacher-principals have distinct problems in balancing instructional along with managerial



obligations (Casinillo & Suarez, 2022). Resource constraints, geographic limits, as well as catastrophic events may worsen typical challenges such as managing time as well as conflicts between roles. Notwithstanding problems, most teacher-principals across these regions rely upon their strong community connections to create teamwork as well as resiliency (Petalla, 2022). These programmes provide teacher-principals on techniques to overcome problems to boost achievement in education throughout their respective educational institutions and neighbourhoods.

According to (Pont, 2020; Klein & Schwanenberg, 2020; Kadir et al., 2021), effective leadership in schools is crucial within today's changing academic environment (Bambrick-Santoyo, 2018). Leadership training programmes ought to concentrate on building leadership plus teaching abilities towards the modern era, rather than mundane tasks. Although literature has addressed the difficulties surrounding leadership in educational institutions (Reid, 2020; Atasoy, 2020), an important vacuum remains. We lack a comprehensive grasp about teacher-principals' daily interactions. This disparity prevents the establishment of individualised assistance along with regulations on this specific population.

Researching dual-role teachers' daily activities as well as tactics might provide insights to strengthen them, benefitting learners as well as communities. Following phenomenological investigation examines the lived experiences of teacher-principals within the community they serve, highlighting the obstacles they face.

Observing their different obligations throughout their professional, educational, as well as personal domains might give valuable information. Although (Gallos & Bolman, 2021), obstacles are obvious the managerial approaches used by individual teacher-principals have been unknown. The present study intends to address a gap through studying real-life experiences, obstacles, and techniques used to handle diverse responsibilities. This project will enrich the existing literature concerning leadership in education through chronicling its observations.

Research Methodology

Design of Research

The empirical investigation used a phenomenological methodology for research, a qualitative technique ideal towards exploring persons' daily experiences (Creswell, 2013). According to



Neubauer et al. (2019), phenomenology provides insight into a phenomena via the perspective of individuals who experienced the programme. This study uses a descriptive phenomenological technique to explore the observations for administrators who serve as teachers in Sindh, Pakistan's public sector teacher-training Institutes (TTIs). This enables for a thorough investigation of the complex relationships between both principals within their two distinct capacities.

Study Participants, Sampling Methods, And Context

The study comprised 27 Principals for TTIs, with 5 men and 5 females chosen by purposive technique. The requirements for being selected included having minimum three years of experience being a school principal, having been married or separated, having a desire to proactively engage. These institutions prioritise servicing students while upholding the institution's greatest benefit.

Research Tool

Semi-structured interviews were conducted to get insights from teacher-principals on what they have experienced. This technique is consistent alongside the aims of phenomenology investigation. The conversations followed the pre-designed protocol that highlighted living circumstances, problems, including coping techniques. Open-ended queries were utilised to generate complex narration. Open-ended queries prompted rich storytelling. The approach to conversation prioritised participant-driven discourse, making their opinions important. Professionals assessed the manual for interviews to ensure the information was straightforward and aligned via the study goals. Interviews were conducted till the data was exhausted allowed for a comprehensive spectrum of perspectives. Participants provided agreement to utilise electronic instruments, such as voice recording devices, to assist with data collecting.

Data Collection Procedure

Such narrative phenomenological study relied on honest discourse and confidence to acquire detailed data from respondents. To reach the intended demographic, the research team sought authorization through the Division of School Administrators (Creswell, 2014). After authorization, a Pre-Survey Questionnaire was given out during the appointed times to find possible offers who matched the requirements of the study standards. After selecting qualifying subjects, written consent was required to ensure they grasped the purpose of the research, their



liberties, including confidentiality of their responses. The investigator practiced "bracketing" during the procedure (Moustakas, 1994). Laying aside individual preconceptions as well as prejudices, the investigation focused on respondents' actual encounters. Data was collected using interviews with partial structure that followed a pre-designed structure while offering variability. Interviews have been scheduled upon both days of the week at various sites, including institutions as well as respondents' houses, according to accessibility as well as confidence level. The ability to adapt sought to reduce disruptions and promote open discussion. Guest et al. (2006) stated that the interviewing methodology was followed till saturation of data had been reached, indicating that no additional important themes arose following subsequent discussions. Probing tactics were deployed intentionally all through conversations to resolve misunderstandings and get greater understandings. Respondents had the opportunity to share what they had learned in their personal speech, allowing the possibility of authentic and unedited exchange. After every interview, respondents had an opportunity where they could pose concerns and offer more details. This resulted in an interactive as well as courteous data collecting procedure. Data gathering has been concluded by conducting a reflective discussion. Conversations have been recorded precisely to capture individuals' thoughts along with complex emotions.

Analysis of Data

The present research used Colaizzi's (1978) narrative phenomenological technique to organise along with retrieve meanings from the experiences that were common amongst school administrators. After transcribing as well as coding, researcher used "bracketing" that reduces prejudice as well as prioritise individuals' true perspectives. Key remarks on teacher-principals' leadership strategies and expertise have being carefully noted. Those have been modified towards provisional interpretations to ensure compatibility throughout the original. An iterative research organised ideas into categories along with groupings resulting in a theme framework having internally conformity as well as exterior dispersion. This framework laid the groundwork over a thorough analysis for teacher-principals' strategic planning techniques, having each topic clearly laid out. To convey the core behind the phenomena, the narrative was improved to eliminate redundancy and disclose its underlying composition. Participant verification confirmed the research's results as well as increased its trustworthiness by correctly reflecting the opinions of the respondents.



Data Reliability

The investigation emphasised reliability, a key feature of qualitative investigation (Lincoln & Guba, 1985). Techniques were implemented to ensure reliability, adaptability, dependability, as well as verification. The results were validated by members to verify they aligned with their opinions. A detailed account regarding the phenomena and setting helps people assess versatility across similar circumstances. An extensive audit path with techniques along with evaluation improves reliability. Skilled assessment of the investigation reduced bias between researchers as well as improved research validity.

Ethical Concerns

Study is following phenomenological investigation emphasised moral processes to safeguard respondents' well-being as well as dignity. This pledge relied on a thorough consent informing procedure. Subjects were informed about the study's intended goal, dangers, as well as advantages, and had the option to cancel their participation at any point throughout. Researcher ensured anonymity by using false identities as well as secure handling of information techniques. Participants were given the option of choosing their preferred taping medium (sound, the clip, or nothing) throughout conversations, promoting independence. The courteous approach created a trusting study atmosphere, allowing respondents to candidly share the realities of their lives.

Findings-Discussion

Theme-1: Encounters in Teaching

Respondents feel that their experience as teachers having the biggest influence on what they do as leaders in their schools. As (Yildirim & Kiliç, 2021; Lwi, 2019) stated that many feel their experience being teachers has given individuals the trust needed to handle daily challenges. Moreover, their expertise in working with varied student demographics including academic backgrounds spanning K-6 provides teachers trust in being effective teachers within diverse situations. Participant T says her previous experiences moulded her becoming an instructional leader. She emphasized to aim at:

“Exposure to diverse individuals enhances awareness of their shared characteristics”
(Respondent F, private conversations” (on August 4, 2023).



Exposure to various backgrounds, customs, and cultures can help educational administrators recognise and comprehend multiculturalism (Lindsey et al., 2018; Casinillo et al., 2021). Being aware to and exposed for cultural disparities helps individuals to understand and value the range of cultures of their surroundings. Respondents emphasised how their teaching expertise provided them with legitimacy and power being leaders in education. Respondent H explains that her instructors value her thoughts along with suggestions since they recognise her effectiveness as a classroom instructor. Her past record as an outstanding teacher enhances her credibility as a leader in education. Respondent H's teaching expertise allows her to empathise with instructors and understand their everyday experiences.

Respondent E emphasises the importance of how she teaches in defining and enhancing the method of teaching at the institution she attends. Using her expertise as a teacher, she adapted the educational technique to meet the specific needs of her varied student group. Participant E's pupils profited out of the revised method and had transforming experiences with learning, according to them.

"It aided a great as well as produced a significant distinction." (Participant E, private conversation on August 10, 23).

Personalised teaching methods have a major influence on student achievement, emphasising the importance for the instructor's skill in improving the way students learn.

"As a classroom instructor, I had the expertise and experience to help my pupils understand effectively." (Respondent E, private conversation, August 10, 2023).

According to Shamir-Inbal (2021), school leaders perceive a lack of prior information as a barrier to making informed judgements. Respondent P discusses her teaching skills and emphasises the significance of excellent teaching education and administration alongside to other school-related responsibilities.

Respondents emphasised the importance of both teaching as well as managerial duties in their respective educational roles. In reaction to that, participant N states:

"As a teacher, I have both organisational and teaching obligations at their classes."
(Respondent N, private communication, August 10, 2023).

Respondents A as well as B corroborates respondent N's remark upon what she experienced as an instructor attending class. According to her:



“Great job, Madam! Some of you are intent on training. I serve as an instructional advisor, educating everybody.” (Respondent N provided a private remark on August 10, 2023).

The institution's administrator is responsible for identifying the institution's needs and taking action to remedy any gaps (Collins & Halverson, 2018). Respondents said that as multifunctional leaders in schools carrying out different duties, they frequently leave students behind school.

“I frequently abandoned my students at educational institutions, particularly while submitting reports to the local administration.” (Respondent R, private correspondence, August 10, 2023).

According to Respondent K (individual correspondence, August 10, 2023), *“this is a component of their obligations and position in govt.”*

According to their circumstances, key responsibilities include submitting reports to the school as well as organising meetings with staff. In response, participant C describes her encounters:

“It's unfortunate that many among my students frequently get left behind throughout classroom. Whatever I tried to do was integrate my pupils using to avoid falling ahead from lessons, students should attend a different session.” (Participant C, private conversation, August 10, 2023).

Respondents emphasised the importance of controlling their time during their profession, especially for educational settings as well as administration. All teachers emphasised the need of controlling their time when performing simultaneous roles at class.

Respondent L characterises themselves being *“kasing”* (at the top in an individual correspondence from August 10, 2023).

Frequently does simultaneous duties. Respondents reported regularly hurrying to classroom. School leaders frequently expedite education planning in order to address particular goals for learners.

Respondent H illustrates the claim with the following remarks:

“In my professional career, I tend to rush through classes to ensure that additional abilities are not overlooked. My academic records have been waiting at the workplace.” (Participant H, private conversation, August 10, 2023).

A common trend appears among questioned individuals evaluating their careers as teachers. Classroom education is often overlooked as well as undervalued, despite its critical importance.



According to Comstock & Margolis, 2020; Maheshwari & Nayak, 2020), those surveyed with both leadership and teaching capacities recognise the importance of learning in the classroom, but typically prioritise their administrative responsibilities throughout managerial abilities and requirements. According to Jhaveri and Li (2024) and Petalla and Madrigal (2017), teacher-principals' broad experiences in teaching enhance their leadership efficiency by developing trust, flexibility to varied students, including awareness of culture. The following underscores the challenges of managing two jobs as well as the demand for improved leadership methods. (Jhaveri & Li, 2024; Oluwatoyin, 2023; Petalla & Madrigal, 2017) stated that observation and experience-based learning are crucial for integrating leadership as well as instructional abilities.

Theme 2: Strategies for Teaching

Teachers often struggle with selecting effective teaching tactics. Effective teaching tactics improve pupil academic outcomes. The respondent B asserts:

"Teachers utilize various types as well as strategies in instruction, however teachers ought must select which can convey learning with effectiveness." (Participant B, private conversations on August 10, 2023).

"While these are several fresh approaches available, it's important to select the most effective one for classroom education." (Respondent C, private conversation, August 10, 2023).

According to Respondent J (individual interaction, August 12, 2023), *"it's ideal to use diverse tactics within the learning environment based on what seems to work most effectively for each student."*

The instructor's teaching approach refers to how they transmit material during class, on the web, or through different forms of communication. Franklin and Harrington (2019) emphasised the importance of recognising different ways of learning. Teachers must understand how various instructional techniques affect pupil educational outcomes. Petalla and Doromal (2021) found those students' hobbies, talents, abilities, and understandings vary among classes (Maheshwari & Nayak, 2020).

Bean and Melzer (2021) stated that teachers confront the issue of selecting successful instructional tactics. This choice impacts the learning results. Successful choice and execution are essential for generating an enjoyable place to learn. Studies show that learning by doing, teamwork, as well as technological advancement are beneficial techniques (Bean & Melzer,



2021). Determining the optimal method correlates proof-based information instruction, encouraging teachers to make recommendations in accordance with demonstrated efficacy (Claire et al., 2024; Malagsic et al., 2021). Using multiple tactics for distinct students coincides with personalised instruction and addresses their unique needs in the learning environment (Ojong, 2023).

Theme-3 Handling the Misbehaviour

Managing with pupil misbehaviour often is an ongoing issue while teaching. Engaging in activities that contradict recognised guidelines and expectations might impede pupil progress by diverting their concentration away from academics. Respondent C declares:

“Conduct that is inappropriate by students must be punished to promote growth in them, which might prove challenging.” (Respondent C, private correspondence on August 12, 2023).

“Our learners exhibit much behaviour, including incorrect ones.” (Respondent I, private correspondence, August 10, 2023)

According to Porter and Serra (2020) ; Kontor Owusu et al. (2021), behavior among students can interrupt instruction and negatively impact their educational atmosphere . Effective leadership in the classroom is crucial for providing the greatest educational environment for students. Jobirovna (2023) ; Malagsic et al. (2021); Petalla and Madrigal (2017) further stated that successful management of classrooms involves encouraging behaviour, precise requirements, and dependable penalties. Handling misbehaviour is crucial for maintaining an organised atmosphere for learning (Burden, 2020). Teachers need to comprehend the causes of misbehaviour to provide effective interventions for various needs of pupils. According to Collier et al. (2018), lasting achievement requires preventive actions such as healthy connections, an encouraging teaching environment, and preemptive treatments.

Theme-4 Implementation of technology

Teachers confront additional challenges while using technologies. It varies among teachers and schools. Training how to utilise existing technology might be a struggle in certain institutions. Respondent T states:

A few participants struggled with technology-related guidelines. “They seemed hesitant to employ them.” (Respondent T, private conversation, August 12, 2023).



Another might be trained to educate with less technology. The respondent D inquires:

"Exactly what strategies could be employed to render our teaching methods operational?"

(Respondent D, private correspondence, August 10, 2023).

"Introducing creative methods of instruction can help students study more effectively.

It may be challenging, yet they will eventually master it." (Respondent D, personal correspondence, August 10, 2023).

Heavin et al. (2018); Jorilla and Bual (2020) stated that contemporary technology enhances pupil academic achievement and prepares learners for their future careers . Yet, incorporating technological era presents distinct problems for teachers (Alkhawaldeh & Khasawneh, 2023; Petalla, 2022). The difficulties faced by instructors differ depending on their competency as well as available resources. Specific help and assets are essential enable instructors to properly use technologies. Certain teachers are hesitant to utilise software owing to the absence of training and worries regarding its influence (Lassoued et al., 2020; Petalla, 2022). Miller (2023) and Petalla (2022) emphasise the need for professional growth programmes, apprenticeship, including an encouraging organisational environment to promote technological integration.

Theme 5: Challenges for Parental Relationships

Increasing parents' involvement with student initiatives has become a problem for educational administrators. This approach tries to motivate and empower pupils via parent involvement as well as engagement. As Respondent H explains:

"It refers to definitely essential towards the families to get involved in educational programmes since it seems essential that the one that powers the building regarding their kids destiny."

(Respondent H, private conversations on August 10, 2023).

"When the child found that the families encourage the educational events then become inspired to investigate effectively." (Respondent J, private conversation, August 12, 2023).

"Institutions fail to conduct campaigns and initiatives due to inadequate interaction involving families. (Participant T, private correspondence, " August 13, 2023)

(Smith et al., 2021) stated that evidences show that parental involvement enhances academic achievement, lowers absences from work, as well as boosts parents' belief in the education of their kids Research suggests that pupils with engaged parents do better academically, achieve



greater scores on assessments, along with display better communication abilities as well as behaviour (O'Toole et al., 2019). Education administrators must involve parents and foster lasting relationships that inspire pupils. Establishing a friendly educational atmosphere that honours varied parents is crucial for establishing partnerships (Pescasio, 2023). This corresponds alongside the notion of social cognition, which highlights the importance of observed comprehension and interpersonal modelling (Eccles & Wigfield, 2020).

Theme-6 Strategic Decision Making for Teachers

Attendees acknowledge concerns and hurdles, but remain optimistic. People are thought to be the most intelligent animals, capable of adapting to almost any work environment. Many contend that individual diverse responsibilities as professionals, school leaders, as well as close relatives help shape their beliefs. Respondent K mentions that:

“Everyone can adjust to their work situation. Despite adversity, we strive to adapt and thrive.”
(Respondent K, private conversation, August 11, 2023).

Respondent F endorses the preceding remark, emphasising the ability of humans to overcome problems.

“Humans possess an inbuilt aptitude for surviving as well as adapt to their surroundings.”
(Respondent F, private conversations on August 11, 2023).

Viac and Fraser (2020) ; Hora and Millar (2023) declared that strategic leadership encompasses behaviours that prevent persons against suffering psychologically during challenging circumstances . This safeguarding involves altering harmful situations, modulating perceptions of events, as well as controlling reactions to them (Tran & Lumley, 2019). Respondents indicated confidence in their capability to adjust to various job circumstances. Many credited their versatility for their diverse jobs as instructors, school leaders, as well as their relatives. It is consistent with developmental the psychological emphasis on adapted behaviour for preservation (Shackelford, 2020) along with professional adaptation studies (Woodruff, 2019).

Theme-7 Prioritisation

Teachers address these problems by prioritising their duties and obligations. Prioritise vital chores and postpone fewer significant ones. As Respondent G stated:



“When confronting issues, I prioritise the most significant critical and grave ones. Prioritise especially critical tasks above tasks that are not as significant.” (Respondent G, private conversations on August 10, 2023).

Further stated that:

“I prioritised obstacles to promote success and progress within the classroom by addressing them piece by one.” (Respondent G, private conversations on August 10, 2023).

Casinillo and Casinillo (2021) stated that effective task prioritisation is crucial for instructors dealing with many obstacles. Concentrating on key activities first helps instructors handle their responsibilities better, lowering irritation and boosting productivity. Bondar et al. (2020) stated that this smart prioritisation reveals teachers' perseverance and organisational abilities. This approach corresponds with corporate planning ideas, emphasising methodical problem-solving for achievement.

Theme 8: Organising

Organising is the most effective means of measuring success. Teachers prepare before in order to avoid issues and improve excellent education for their pupils. They prioritise excellent teaching tactics to prevent taking hasty decisions. As Respondent I states:

“Organising has become essential for effective instruction as well as problem-solving”.
(Respondent I, private correspondence, August 10, 2023)

Respondent I's comment highlights the necessity of organisation. Effective teaching relies heavily upon planning ideas. It offers both teachers and pupils a platform for contemplation and assessment. Organising maximises learning outcomes by organising suitable activities for students (Huck, 2020; Petalla & Madrigal, 2017). Proper organization is crucial for instructors wanting achievement. Organising forward can help instructors foresee obstacles, create successful classes, and come up with informed choices, leading to better student results (Petalla & Madrigal, 2017). Teachers' focus on organising indicates their strategic mentality and dedication to developing effective learning settings. Leaders set direction, while planning provides the practical steps to achieve that vision (Durairaj et al., 2024; Amorim-Maia et al., 2022). Integrating these elements is crucial for a thriving educational system.

Theme 9: Managing Stress



Respondents L and Y experienced a "laissez-faire" educational climate that did not promote understanding.

“The setting was characterised by favouritism, distrust, as well as laissez-faire behaviour.”
(Respondent L, private conversations on August 13, 2023).

“Additionally, my colleagues together with me have made a significant influence upon the institution. We improved the educational atmosphere. We enhanced participation. We lowered referrals for disciplinary action. We reduced the amount of delayed pupils by 20%. I aim to change children's views on educational institutions to improve their academic performances, including participation, regulation, overall standards set by educators.” (Respondent Y, private correspondence on August 10, 2023).

Respondents reported that an encouraging school atmosphere improves managing stress. A favourable atmosphere fosters control, positive mindsets, as well as teamwork, which are essential for satisfying goals and improving one's overall health (Ho et al., 2022). Successful educational administrators promote an environment of encouragement that promotes both instructors as well as kids (Lawrence, 2020). Forfang and Paulsen (2021); Shoaib et al. (2022) suggested that good leadership may create a favourable institutional atmosphere, leading to improvement in learning along with lower stress levels. Ginsberg's (2020) study supports the significance of psychological intelligence as well as abilities to cope among leaders. Leadership must possess these talents to reduce stress as well as foster a stress-free workplace for their employees. This generates an atmosphere of cooperation where teachers are encouraged in facing the difficulties of their chosen field.

Conclusion

Following phenomenological study highlights the diverse advantages and problems facing teacher-principals. Its considerable experience in school influences how they lead, instilling trust, flexibility, as well as cultural awareness. Educational establishments should recognise and develop these essential qualities. The study highlights that it is necessary to overcome deficiencies in specialised leadership expertise. Providing focused professional development within management, regulations, including planning for strategy may help teachers flourish within their diverse positions. Support networks are vital for managing the intricacies of the teacher-principal role. To solve managing time difficulties, institutions could use techniques



including simplified procedures, assistance with administration, and instruction to establish precise goals. Training for teachers ought to concentrate on efficient methods regarding instructional tactics, student behaviour leadership, incorporating technology, including parental participation. Creating a healthy school atmosphere that prioritises cooperation, resiliency, as well as mental health is crucial for teacher-principal stress reduction for enduring achievement.

Constraints of the Results

The findings of this research may have limitations due to its focus on a limited number of locations in Sindh, Pakistan, particularly lacks a comprehensive understanding of Sindh educational institutions and educational leaders. The article at hand focuses on educators' viewpoints and experiences, which may not fully reflect the impact of proactive leadership on their employment endeavours.

Prospects For Subsequent Studies

More investigation is needed to explore the viewpoints of school leaders on their state of mind including health that may be a limitation of the present results. Researching job fulfilment including burnout among school administrators might aid in evaluating their capacity for leadership alongside their job responsibilities. Future study might explore how school leaders' satisfaction, wealth, personality characteristics, as well as competences impact institutional leadership as well as instructional growth in the entire nation.

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