



SCHOOL LEADERSHIP AND ORGANIZATIONAL EFFECTIVENESS IN PUBLIC SECTOR INSTITUTIONS: SECONDARY SCHOOLS

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Abstract

This study explores the relationship between school leadership and organizational effectiveness in public sector institutions through a qualitative research approach. The study aimed to understand how leadership practices influence institutional performance, teacher motivation, academic management, and organizational climate within public sector schools. An exploratory research design was employed to gain in-depth insights into the lived experiences and perceptions of educational leaders and teachers. Data were collected through 10 Key Informant Interviews (KIIs) conducted with school principals, vice principals, and senior teachers selected through purposive sampling. The collected data were analyzed using thematic analysis to identify recurring patterns and themes related to leadership and organizational effectiveness.

The findings revealed that transformational and instructional leadership practices play a significant role in enhancing organizational effectiveness by promoting teacher motivation, collaboration, academic accountability, and institutional vision. The study also identified major challenges affecting leadership effectiveness, including bureaucratic constraints, centralized decision-making, political interference, and resource limitations. Additionally, a positive organizational climate and community engagement emerged as important contributors to institutional success.

The study concludes that effective school leadership is essential for improving organizational effectiveness in public sector institutions. It recommends strengthening leadership training, increasing institutional autonomy, and promoting participatory management practices to enhance educational quality and institutional performance in Pakistan.

Keywords: School Leadership, Organizational Effectiveness, Public Sector Institutions, Qualitative Research, Educational Leadership

Introduction



It is universally acknowledged that education is a very important tool for social, economic and national development. In educational systems, the school is the main institution that moulds the intellectual, social and moral development of students. But the effectiveness of schools cannot be judged by the curriculum they teach or the facilities they have; it depends on the quality of the leadership that is provided in the school. In the past few decades, one of the most important factors affecting organizational effectiveness and educational improvement around the globe has been school leadership (Leithwood, Harris, & Hopkins, 2020). Researchers in the field of education move more and more towards the conviction that good leadership sets the institutional context for better teaching, better teacher morale, higher student performance, and ongoing institutional development.

The school leadership is the process whereby the school leaders shape teachers, students and school practices to attain education targets and enhance school performance. Modern leadership in education is focused on vision setting, working together, coaching teachers, and building the organization rather than administrative control (Bush, 2011). Good school leaders should set expectations for a positive school climate, foster professional growth, establish accountability, and oversee the effective use of institutional resources. As such, leadership is seen as a transformative process influencing organizational culture and institutional efficiency.

Organizational effectiveness of educational institutions is the capacity of schools to attain their academic, administrative and social goals, while operating efficiently internally and fostering a positive institutional climate (Hoy & Miskel, 2013). In general, effective schools are led by strong leaders, feature dedicated teachers, have teamwork among staff, utilize student-centered approaches, and have good management structures in place. There is evidence that the leadership has a strong impact on the overall effectiveness of the organization, such as boosting teacher morale, enhancing communication, and fostering common institutional objectives (Hallinger, 2011). This has led to the study of the link between school leadership and organizational effectiveness, a topic which has emerged as a key line of research in educational studies.

At the international level, there are a number of models of leadership that have been linked to positive school outcomes, including transformational leadership, instructional leadership, and distributed leadership. Transformational leadership centers on the concept of inspiring, vision and empowering teachers, while instructional leadership is related to the quality of teachers' teaching, curriculum implementation, and academic supervision (Leithwood & Jantzi, 2005; Hallinger, 2005). Such leadership practices have been found to have robust links with the school's effectiveness and student learning in secondary schools in various educational settings.

The importance of school leadership is even greater in developing countries like Pakistan where structural and administrative issues in public education sector are the key problems. Inadequate resources, inefficient management systems, teachers' absenteeism, overcrowding, and poor accountability systems are some of the problems that often occur in public sector secondary schools (Shah, 2010). Under such circumstances, school leaders are expected to deal with



challenges within the school and at the same time, provide for academic quality and organizational stability. Yet, there are still many public sector institutions that are facing issues such as ineffective leadership practices, weak school administration autonomy, and low professional training for school administrators (Tulowitzki, & Pietsch, 2020).

Secondary schools are in a significant position in the education system as the bridges between elementary and higher education. The performance of secondary schools directly affects the students' academic future, career and other opportunities. Hence, the need for strong leadership at the secondary school is crucial to ensure academic standards, teacher motivation and institutional effectiveness. Although it has been explored, there is still limited qualitative research in Pakistan which has focused on the impact of leadership practices on the effectiveness of the organization from the perspective of school heads and teachers, especially in the context of public sector secondary schools.

In the current study, the relationship between school leadership and organizational effectiveness in public sector secondary schools is explored. The study will explore the dimensions of educational leadership, its challenges in the context of the institution, experiences of teachers and organizational dynamics, to gain a deeper understanding of the role of educational leadership in improving the performance of educational institutions in the Pakistani context. The results could help in developing educational policies, leadership development, and institutional changes for enhancing the quality and effectiveness of public sector secondary schools.

Contextual Background of the study

School leadership has become a focal point for the quality, performance and effectiveness of schools throughout the world. Leadership today is no longer simply about administrative management, but a dynamic process that influences teaching, school culture and outcomes. A shared vision is thought to be a key factor in improving the organization's performance, as is teacher motivation, and accountability mechanisms within institutions, and all of these factors are viewed as direct outcomes of effective school leadership (Bush, 2011; Leithwood, Harris, & Hopkins, 2020).

Organizational effectiveness in schooling is defined as how well schools meet their objectives, such as excellence in teaching and learning, effective use of resources, teacher satisfaction and student development. It includes both tangible and intangible results, including student achievement and collaborative culture and institutional climate (Tan, Gao & Shi, 2020). Previous studies indicate that leadership is a mediating factor between the organizational mission and classroom practice and that it improves organizational effectiveness.

However, there is a variety of models of leadership that are studied widely and have an impact on school effectiveness, each of which is different at global level. For example, transformational leadership is known to be associated with teacher empowerment, inspirational leadership and vision building, which are distinguished as factors associated with school outcomes and organizational commitment (Leithwood & Jantzi, 2005). In the same way, instructional leadership is a concern with curriculum development, teaching quality and student learning, and thus is especially germane to enhancing academic performance (Hallinger, 2005). The models emphasize that good leadership is not limited to authority but requires collaboration, professional growth and continuous institutional improvement.



Considering the context of developing countries especially Pakistan, school leadership assumes an even greater importance because of structural and systemic issues of public sector institutions in developing countries. Incorporated public schools frequently work within a bureaucratic structure, with scarce resources, and with a centralized decision-making process, all of which may pose obstacles to innovation and responsiveness (Akram & Zepeda, 2015). In these settings, the leadership abilities of school leaders are a significant factor in determining what extent schools are able to overcome challenges and meet their goals.

Research done in Pakistan shows that a lot of public school's face problems of low motivation of teachers, lack of accountability systems and lack of professional development opportunities. These are challenges that have a direct impact on organizational effectiveness and show the need for visionary and strong leadership (Ali, 2017). Furthermore, administrative demands and policy restrictions may affect leadership models in public schools, thereby restricting school leaders in their decision-making activities (Mulyani, Meirawan, & Rahmadani, 2020).

Although the role of school leadership is well established, there is still a lack of understanding of the role of leadership in real life situations in public Sector institutions, especially in Punjab. Most of the literature available focuses on quantitative emotion assessment of leadership styles and organizational outcomes, and neglects the contextual and experiential aspects of leadership. Thus, deeper context-specific research is needed to examine how leadership is enacted, negotiated and felt by teachers in public school settings, and how such leadership affects the effectiveness of the school.

To summarise, the school leadership is a key factor that affects the effectiveness of the organisation, particularly in public organisations where constraints in the system are significant. It is crucial to link leadership to institutional outcomes to enhance educational quality and create sustainable organizational development.

Conceptual Clarity of School Leadership and Organizational Effectiveness School Leadership

The leadership role at school is a multidimensional phenomenon, with its functions being broadened beyond the basic administrative ones, to refer to those processes which enable school leadership to affect the school's teaching, learning, and institutional development. This includes establishing a clear vision, ensuring a positive school culture, effective use of resources, and supporting teachers in adopting better instructional methods. In contemporary literature leadership is viewed as a dynamic and relational process, not a position of authority, and is characterized as an influence process, a collaborative process, or a process of shared responsibility (Bush, 2011; Leithwood et al., 2008).

The transformational leadership perspective is one of the most popular theories in circulation, with a particular emphasis on inspiring and motivating employees, establishing a vision and fostering innovation in schools. This has been associated with increased teacher commitment and school success (Leithwood & Jantzi, 2005). Instructional leadership, which focuses on how well the principal leads instruction, curriculum implementation, and student learning achievement (Hallinger, 2005), is another important view. Moreover, distributed leadership emphasises leadership processes involving several stakeholders, namely teachers, coordinators, and administrators, thereby fostering shared decision making and responsibility (Spillane, 2006).

For public sector institutions, the school leadership is frequently determined by the formal structures of the school, the policies that influence the school, and the degree of autonomy granted



to the school. This means that good leadership must involve more than administrative skills, it must also involve the capacity to deal with institutional problems, to establish contacts and create an atmosphere conducive to learning. This implies that school leadership is a process that combines managerial, instructional and interpersonal aspects within a context to carry out the educational process.

In educational institutions, organizational effectiveness is defined by how well the school meets its stated goals and objectives, and how efficiently it performs its internal operations and how its climate is viewed. It is a multifaceted idea that involves several aspects such as student achievement, teacher performance, resource management, organizational culture and satisfaction of stakeholders (Hoy & Miskel, 2013).

The concept has been approached from various theoretical perspectives. The goal attainment approach defines effectiveness in terms of the degree to which an organization achieves its predefined objectives, such as academic success and student outcomes. Schools are considered as open systems, which are in interaction with the environment, and the systems approach focuses on adaptability, using resources and the internal processes. The institution, on the other hand, emphasizes internal dynamics like communication, collaboration and decision making within the institution (Cameron & Whetten, 1983).

Organizational effectiveness in schools does not just equate with the quality of exam performance but also encompasses a positive school climate, teacher satisfaction, student engagement and institutional sustainability. A number of studies have shown that successful schools have some key features, such as leadership, clear objectives, teamwork, and a culture of continuous improvement (Hallinger, 2011). These factors all play a role in academic achievement and in maintaining an organization's stability.

School leadership and organizational effectiveness are strongly tied. School leadership is a key influencing factor that determines the processes of the school, shapes teacher behavior, and in turn influences the effectiveness of the school. Effective leaders establish environments that foster effective teaching, collaboration, and integration of institutional practices and goals. Leithwood et al. (2008) maintain that leadership is 2nd only to classroom instruction in its effect on student learning and school overall performance.

This relationship is particularly important in the public sector, especially as structural constraints and resource limitations are considered. Systemic issues can be overcome with strong leadership, for innovation, teacher motivation and efficient use of resources are areas where leadership can make a difference. In learning these with the others, a comprehensive framework for analysing the function of schools and how to improve school performance emerges.

Global Context: School Leadership and Organization Effectiveness in Public Sector Institutions

In the international education context, school leadership has become one of the factors with greater impact on the effectiveness of the organization and student results. In the last 20 years, international studies have consistently shown that good leadership has the second highest impact on student learning and school performance, after classroom instruction (). This recognition has led to a worldwide policy focus on building leadership capacity in public sector educational institutions, especially in the face of issues like the need to address educational inequalities, accountability pressures and volatile socio-economic conditions (Malik, Elahi, & Shah, 2020).



In developed nations like the United States, the United Kingdom, and Australia, school leadership reform has been directed toward improving leadership standards, professional development, and school accountability. In these settings there is a growing shift in the perception of leadership as a distributed and collaborative process, rather than a hierarchy-driven process. The instructional leadership models, for example, have highlighted principals' role in enhancing teaching quality and student achievement through supervision of the curriculum and supporting teachers (Hallinger, 2005). Likewise, transformational leadership styles have been used to promote innovation, motivation, and commitment towards the organization by teachers, which lead to better institutional effectiveness (Leithwood & Jantzi, 2005).

The importance of leadership to enhance school outcomes is recognised by international organisations, including the Organisation for Economic Co-operation and Development (OECD). The OECD reports that effective school leaders play a part in the effectiveness of their organizations through clear goals, effective resource management, and the development of a positive learning culture (OECD, 2016). They are confirmed by comparative analyses that demonstrate that the more effective a school's leadership structure, the better it does on international assessment tests like the PISA, especially when it comes to student achievement and the stability of a school.

This is even more crucial in developing countries where issues like low resources, high pupil pupil ratios and centralised governance pose serious problems in the context of school effectiveness. Working under significant constraints, public sector schools in Sub-Saharan Africa and South Asia are highly dependent on leadership to overcome institutional barriers. In the above contexts, research indicates that school leaders are important actors in the process of mobilizing resources, motivating teachers, and adjusting policies to local circumstances (Bush & Glover, 2014). The qualities of resilience and adaptability, as well as good interpersonal skills, are common traits of leadership in these settings.

In addition, the world of globalization and technology have brought new aspects to school leadership. Leaders are now expected to use digital technology, work with different types of pupils and to meet the expectations of the world of education. This has resulted in new leadership models including distributed leadership (shared responsibility of leadership among staff members) and learning-centered leadership (ongoing improvement and organizational learning) (Hallinger, 2011). These models focus on the fact that organizational effectiveness is not the sole responsibility of organizational leaders, but of the institutional organization as a whole.

However, research worldwide indicates ongoing problems. Some public sector organizations experience leadership shortages, lack of training, and lack of policy autonomy. Research has indicated that, without proper support and professional development, school leaders may struggle to make effective practice, and fulfil their organizational objectives, happen (Bush, 2011). Further, cultural and contextual variations affect the nature of leadership and how it is experienced, meaning that models can't be applied across cultures as is without modification.

Overall, the world context shows that school leadership is a key component in improving organizational effectiveness in various educational systems. Developed countries invest in fine tuning their leadership practices and hold them to account, while developing countries depend on leadership to solve structural problems and enhance institutional performance. Leadership for global education has become a more prominent feature of the debate on sustainable education and organizational achievements, highlighting the importance of global education as a force for



change. Increasingly, leadership in global education policy is becoming a key topic in the debate on sustainable education and organizational success, thus emphasizing the importance of global education as a driver of change.

School Leadership and Organizational Effectiveness in the context of local community in Pakistan The correlation between the principal's role and organizational effectiveness is interwoven into the larger public education system which has a centralized governance, limited resources and bureaucratic administrative system in Pakistan. The public education sector, especially in provinces like Punjab, has a hierarchical system, and decision-making power might be at higher education levels, reducing school leaders' autonomy. In this context, the school head is a key figure in the realization of policy into effective school practice, and in the creation of schools that fulfil their educational goals (Bush & Glover, 2014).

Several attempts have been made to reform the Pakistani education system in order to increase quality and accountability, which include efforts towards decentralization, and the implementation of monitoring systems like performance evaluation frameworks by the PSED. Nevertheless, research suggests that there are still issues of weak leadership ability, lack of training and poor professional development for school leaders in many public sector schools (Akram & Zepeda, 2015). These restrictions have a significant impact on effectivity of the organizations since leadership is a determining factor of school climate, teacher motivation, and teaching quality.

Based on empirical studies in Pakistan, good leadership of schools is found to have a positive correlation with better teacher performance, student performance and school functioning. For example, Ali (2017) found that principals who possessed instructional leadership practices such as supervision of classrooms, support for teachers, and managing the curriculum had significant impact on school effectiveness. In a like manner, Khan, Saeed, and Fatima (2018) found that transformational leadership traits, such as strengthening vision and empowering teachers, stimulate organizational commitment and interaction among teachers in schools.

In the public sector, however, systemic problems like lack of accountability, political interference and limited resources limit leadership practices. School leaders often do not have the power in staffing, budgeting or curriculum to implement innovative methods to improve school performance (Rizvi & Elliott, 2007). Consequently, there is an emphasis on administrative compliance instead of instructional improvement, thus diminishing the effectiveness of the institution.

The next serious problem in the Pakistani scenario is gap between policy and practice. National Education policies give leadership a prominent place in improving school quality, but there are gaps in implementation because of gaps in capacity and the absence of on-going training programmes for school leaders. The Government of Pakistan (2017) states that professional development for school leaders is sometimes not regular and adequate, and many school leaders are not adequately equipped to deal with the multifaceted challenges of the modern education system.

Moreover, socio-cultural factors like parental expectations, teacher attitudes and community involvement have an impact on organizational effectiveness in Pakistani Public Schools. In addition, schools in rural or underdeveloped areas may also encounter other difficulties that aggravate the role of leadership such as low enrolment rates, absenteeism of teachers and lack of infrastructures (Shah, 2010). This involves not only administrative abilities, but also the capacity



to reach out to the community and enlist community backing, which are crucial for effective leadership in such environments.

Additionally, recent research highlights the role of distributed and participative leadership for enhancing the organizational outcomes in Pakistan. Schools with high levels of teacher involvement feel more effective and experience higher levels of teacher satisfaction when they engage in decision-making practices and when colleges encourage teachers to be involved in collaborative practices (Aslam, 2013). This means that shifting the organizational paradigm from hierarchical thinking to leadership practices that are more inclusive in nature can greatly improve institutional performance.

To summarize, it may be noted that in the Pakistani context school leadership is well known as a significant determinant of the effectiveness of the school and its action is often moderated by structural, administrative and socio-cultural factors. To enhance the effectiveness of public sector educational institutions in Pakistan, capacity of leaders needs to be strengthened, continuous professional development must be provided and autonomy must be granted to school heads.

Objectives of the Study

1. To explore the impact of transformational leadership on organizational effectiveness in public sector secondary schools.
2. To examine the role of instructional leadership in improving academic performance and institutional effectiveness in secondary schools.
3. To investigate the institutional and bureaucratic challenges affecting school leadership and organizational effectiveness in public sector institutions.
4. To analyze the role of community engagement and stakeholder involvement in enhancing organizational effectiveness in public sector secondary schools.

Methodology

The method used in this study was qualitative research approach to explore the relationship between school leadership and the effectiveness of the organization in public sector institutions. A qualitative method was chosen as the most appropriate method because the study aimed to understand the phenomenon of leadership as a socially constructed and context-dependent phenomenon, and not a set of measurable variables. In the context of public institutions, institutional culture, administrative structures, interpersonal relationships, and policy constraints all have an influence on school leadership, and can be explored in great depth and detail by investigating participants lived and perceived experiences. Qualitative research allows researchers to capture meanings, interpretations and everyday practices that are not captured by a purely quantitative study (Creswell & Poth, 2018). The present study is geared toward understanding the perceptions of school leaders and teachers of leadership practices and its impact on school effectiveness, thus a qualitative methodology was used to provide depth and contextual understanding for the inquiry.

The study used an exploratory research approach to explore an under-researched area such as the Pakistan Public Education System in the context of the study. Exploratory designs are especially beneficial in situations where a phenomenon is not well studied or well theorized in a particular context (Stebbins, 2001). While much has been written around the world about school leadership,



there is comparatively little qualitative research available from Pakistan on the nature of school leadership in public sector schools and its impact on the effectiveness of the school in the context of bureaucratic and structural limitations. This design allowed for flexibility in data collection and interpretation, so contextually based insights into leadership processes and institutional functioning could emerge.

The study employed the main tool of data collection namely Key Informant Interviews (KIIs). In qualitative research where detailed and experience-based information is needed from people with special knowledge or institutional insight, KIIs are very effective (Patton, 2015). The school heads and senior teachers were defined as key informants in this study since they were directly involved in the school administration, instructional supervision and institutional decision making. Participants were invited to offer their views on leadership styles, decision making, organizational problems, staff motivation and institutional performance through in-depth interviews. This approach offered a rich and nuanced data not available on structured survey instruments.

For the collection of the interview guide was formulated on the key themes to address the objectives of the study. following are the major dimensions of interview guide for the current study

- How does transformational leadership influence organizational effectiveness in public sector secondary schools?
- How does instructional leadership contribute to academic performance and institutional improvement in secondary schools?
- What institutional and bureaucratic challenges affect school leadership and organizational effectiveness in public sector institutions?
- How does community engagement and stakeholder involvement influence organizational effectiveness in public sector secondary schools?

10 key informants were chosen as a sample for this study. The sample comprised of school principals, vice principals and senior teachers from public sector schools. For qualitative inquiry, sample adequacy is not based on numbers of respondents, but on the richness and depth of information (Guest, Bunce, & Johnson, 2006). Thematic saturation was considered to be reached after 10 participants had been interviewed, because there were no other new themes of interest from subsequent interviews. This sample size permitted in-depth examination of the lived experiences of the participants while at the same time making analysis manageable.

Purposive sampling was used in the study as a sampling method for selecting the subjects. Purposive sampling has been found to be common in qualitative research to identify information-rich cases relevant to the research objectives (Palinkas et al., 2015). Adherence to the predefined criteria of interest for the selection of participants, such as administrative experience, having been in a leadership position, and knowledge of institutional management processes. This ensured that only those who could give substantive comments on school leadership and effectiveness in organization were included. The sampling method enhanced the validity of data because it was highly selective of the people who were personally involved in the phenomenon studied and had direct relevance to it.

Thematic analysis (Braun & Clarke, 2006) was used to identify, analyse and interpret themes within qualitative data that were collected. Interview data was initially transcribed word for word and then read several times to get to know the data well. Initial codes to capture recurring ideas related to leadership practices, institutional culture, decision making, teacher motivation and outcomes of organizations were then created. The codes were then collapsed into larger themes



and sub-themes summarizing the major aspects of school leadership and organizational effectiveness. Thematic analysis was chosen as it was able to allow both descriptive and interpretive analysis so that the researcher could go beyond surface level responses and have a deeper understanding of the social processes surrounding leadership in public sector institutions. The study was conducted while ensuring ethical considerations. The purpose of the research and the voluntary nature of their participation were explained to participants. All participants gave informed consent before interviewing and institutional and participant details were anonymized for confidentiality. Participants were also informed that they can withdraw from the study at any time without any consequences. These ethical practices were adopted in line with the qualitative research standards of integrity, credibility and trustworthiness of the research process (Orb, Eisenhauer, & Wynaden, 2001).

Analysis and Findings

Theme-1 The impact of transformational leadership on organizational effectiveness.

The findings highlighted a key theme: the impact of transformational leadership on organizational effectiveness. Leaders who communicate a clear vision, motivate teachers, and establish a shared vision in the school were consistently identified as effective leaders. Leadership was not simply regarded as the capacity to administer but as the skill to inspire, innovate and steer the school towards its future objectives. Leaders with vision and commitment were seen as more effective in improving institutional performance in public sector institutions where there was less autonomy. The results support the concept of transformational leadership as it has been previously defined, which focuses on inspiring, challenging, and treating individuals individually as a necessary part of good leadership (Leithwood & Jantzi, 2005).

“A school cannot move forward without a vision and teachers need to know where the school is going and what is expected from them,” said one principal.

Another said,

“A positive and productive school environment is created when leadership recognizes and motivates teachers. One of the senior teachers commented,

“Our principal engages us in planning and decision making which gives us a sense of responsibility for the school's success.” Likewise, a vice principal reported, “Leadership is not about control but it is about guiding and helping teachers to perform their best. Another one of the respondents wrote, “If the head is committed, and the vision is visionary, then even limited resources can be managed well.

To wrap up, transformational leadership practices play an important role in ensuring that the organization is effective in relation to inspiring, collaborating and delegating among employees. Leaders who inspire and engage their staff are more likely to be able to address school issues and enhance school performance.

Theme 2: Instructional Leadership and Academic Focus

The need for instructional leadership to improve academic achievement and organizational effectiveness is another theme that is prominent. The importance of effective school leaders' involvement in teaching processes such as monitoring classroom teaching, supporting teachers, and ensuring curriculum implementation was emphasized. Academic achievement and student performance were seen as being dependent on instructional leadership. Strong academic supervision was viewed as a significant factor in effectiveness in public sector schools, where academic supervision is not well developed.



A teacher said,

“Our principal visits classrooms on a regular basis to give feedback for the improvement of teacher strategies and techniques.”

“Teachers are serious about their responsibilities when it comes to academic issues” said another member. One respondent commented,

“Leadership provide guidance on teaching to meet curriculum goals.” Likewise, one senior teacher commented, “A good principal does not just manage the school, he or she educates the school.” Another said, “Leaders' consistent monitoring and support leads to greater accountability for teachers.”

Finally, instructional leadership is an important factor to support the strengthening of the effectiveness of the organization by increasing the quality of teaching, holding students accountable, and maintaining standards of learning. Principals that focus on pedagogy classrooms are directly impacting learning outcomes.

Theme 3: Institutional constraints and Bureaucratic challenges

The data highlights also remarkable problems which are structural and bureaucratic and are limiting the effectiveness of public sector institutions in leadership. Autonomy, decision making, political interference, and limited resources were common challenges raised by participants. These hinder school leaders from taking forward innovative approaches and effectively meeting institutional needs. Regardless, leaders are frequently restricted in their decision-making and flexibility with a rigid administrative structure.

One principal said, "We have very limited power; most decisions are taken at the higher level, and thus the institutional progress is slow. One participant commented, “Political influence can occasionally impact on appointments and decisions, and this can be challenging for leadership.”

A teacher commented, "If the principal is a change agent, there is a lot of admin to deal with. Likewise, a vice principal added, “It is challenging to find resources for new programs. The system is not always conducive to innovation, which has an impact on school performance, added another respondent.

To sum up, institutional and bureaucratic factors greatly impede the effectiveness of school leadership. If the structural issues are not tackled, leaders will not be able to do their job properly and organizational results will suffer.

The teacher's sense of teaching, and the organizational culture.

The main theme that emerged and proved to be critical in relation to school effectiveness was the impact of teacher motivation and organizational climate. They highlighted the importance of having a positive working climate, supportive leadership and recognition of teachers' work, as a major factor in motivation and performance. Leaders who are open with communication, encourage participation, and build trust were seen as better in fostering an effective organizational climate.

It was said that, “If the leaders value our efforts, then we value ourselves more. Another participant said, “A supportive climate allows teachers to concentrate on work without the stress. A respondent commented: "Communication between leadership and staff enhances team working and co-operation. Likewise, another teacher said, “If teachers are part of decision making, they feel that they are important and dedicated to the school.” Another person added, "A Positive School Environment directly influences student outcomes.



To conclude, teacher motivation and positive organizational climate go hand in hand in organizational effectiveness. These are all crucial aspects of the culture that should be supported by the leadership of the institution through collaboration, trust and recognition.

Theme 5: Community Engagement and Stakeholder Involvement

Another theme that was significant is the importance of community involvement and engagement in improving organizational effectiveness. Participants emphasized that good leadership of a school goes beyond the school into the engagement with parents, communities and other stakeholders. Community support is an important factor in the improvement of school performance and sustainability, particularly in public sector schools, where resources may be scarce.

One principal commented, “We do involve parents in the school life regularly, this provides a strong liaison with the community.” One other person commented, “Community support is very important for resource management and challenges. One teacher said, “With parent involvement, students' performance and discipline better. In the same way, one respondent commented, “Leadership needs to establish good relationships with the community in order to enhance school outcomes.” When we work with stakeholders, there is a sense of shared responsibility,” added another participant.

To wrap up, community involvement is an essential part of an organization's success. School leaders who actively engage stakeholders will be more successful in mobilizing resources, increasing accountability, and improving institutional performance.

Conclusion

Thematic analysis shows that school management in a public sector institution is a process that is complex and multifaceted and is affected by internal and external factors. Transformational leadership and instructional leadership practices positively influences the effectiveness of the organization, and institutional constraints and resource limitations are significant challenges. The effectiveness of schools is also influenced by teacher motivation, organizational climate and community involvement. The results indicate that vision, instructional focus, adaptability and collaborative engagement are all important components of effective leadership that are necessary to attain sustainable organisational success.

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