



A STUDY OF SCHOOL LEADERSHIP AND PERFORMANCE OF SCIENCE GROUP STUDENTS
IN BALOCHISTAN

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Abstract

This study evaluated the effect of school head teachers' leadership vision on the performance of science group students in Balochistan. Using a survey method, data were collected from 16 head teachers, 75 teachers, and 500 students. The statistical analysis revealed that the leadership vision of head teachers had a significant impact on student performance, particularly in science subjects. Students from schools where head teachers demonstrated clear goals, motivation, and effective decision-making showed better academic outcomes. Conversely, weak leadership vision was associated with lower student achievement and limited academic growth. The findings indicate that the leadership vision of head teachers is a critical factor in shaping students' academic success in the science group.

Keywords: School Leadership, Performance, Science Group, Balochistan

Introduction

Education is the vital source of the growth and development of every nation. No nation can progress with sound system of education (Ahmad, Rauf, Rashid, ur Rehman, & Salam, 2013). Education, being the basic human right, is a diverse field, which covers almost all the aspects of learning. Schools are the basic learning houses, where formal education is being imparted to the masses (McCowan, 2013). Schools are often considered as powerful instruments to bring a desirable change in the society. The quality and progress of education mostly depends upon the performance of the schools (Hopkins, 2000). It has been observed in different researches that better performance of the schools mainly depends upon the quality of educational leadership. Better leadership leads to better performance of schools in terms of the performance of learners (Hallinger, 2014). Head teachers and principals are generally considered as educational leaders in the schools. They are the most important and responsible figures of the school system. They are liable to administer, manage and look after all activities and affairs of the schools. The head teacher is the prominent drivers of change. Although many people contribute in the success of school but the contribution of head teachers is matchless. They set the direction, vision and administration in the schools for the attainment of its aims and goals (Brinia & Papantoniou, 2016).

School Leadership Vision

Leadership vision refers to the capability of leaders to see the future. It is always clear, concise, logical, understandable and indicative of leaders' future direction (Kantabutra, 2010). It encompasses long range goals and expectations of head teachers regarding school achievement (N. Ali, 2017). It believes that "an essential requirement of leadership is vision" (S. M. Ali, 2011). Vision equips the leader to sketch and draw the specific, comprehensible and distinctive view of the future. It also enables leaders to focus and address the future activities. Vision is often rooted in leaders' past and deals with today's realism and leads to strategic future. With the help of vision, the leaders often visualize,



set and remember the achievable future missions and targets. Vision of leaders also enables the followers to know and understand the direction, objectives and goals of leaders (Berson, Waldman, & Pearce, 2016).

Leadership vision is necessary for the optimum result of schools. In this regard they believe that the “schools strive to improve, to develop effective teaching and raise the achievement of students. Much depends on the vision and practices of the head teachers who lead the schools” (N. Ali, 2017). In school’s head teachers are considered as school leaders. It is usually believed that visionary head teachers often create, articulate, own and drive the vision to achieve the teaching learning targets of school. They communicate and share their direction, commitment, future action with their subordinates and superiors. They often get subordinates following and superiors supporting them. Consequently, they create an ideal work place and work environment. The motivation, inspiration and excitement of the employees lead them to work hard. All the working staff becomes loyal and caring. The problems and issues of schools are sorted out with mutual cooperation and coordination (Fullan & Hargreaves, 1991).

Objective of the Study

1. To evaluate the effect of school head teachers’ leadership vision on the performance of science group students.

Research Question

RQ1: To what extent do the head teachers, teachers and students perceive that school head teachers’ leadership vision has effect on the performance of science group students?

Hypotheses

H01: There is no significant effect of school head teachers’ leadership vision on the performance of science group students?

Review of Related Literature

Importance of Leadership Vision

Vision sets a direction and direction reflects hope where there is no vision, there is no hope and no hope means future without direction and add to it that a school leader devotes all his talent and other resources to construct an atmosphere where all his staff is in comfort zone and are able to give out their best performance in the process of materializing the organizational vision. They keep school vision at the heart of all the activities. Every school has its own specific vision still the focus of every school vision is common in its essence, for it stresses on improving the quality of education to the supreme level and providing best learning opportunities for the optimal academic achievements. In other words, a school vision is an imaginary destination where the school leader and his workforce desire to reach. A vision can also be interpreted as a virtual trip of the future (Van Niekerk, 2014). Another study expresses that the presence of vision and mission shows that the school has a destination towards which it is moving. They inspire a sense of purposefulness into every activity that is carried out in the school (Masitsa, 2005).

Moreover. the language used for articulating the vision of an organization is generally simple but compact, even at certain times pictures are resorted to express the destination where one wishes the organization to reach in terms of the quality of its service or the performance (Boje, Oswick, & Ford, 2004).



A school vision assists students, teachers, school leaders and parents to determine what is more important for them to do in the school context. In other words, it helps them prioritize their responsibilities and activities more efficiently. It sets footprints for the instructional leader and staff to follow (Alford, Han, & Prakash, 2013). It constructs a systematic pattern within which the school operates while drawing out a commitment from all the stakeholders to work in conformity with the regulations of the system harmoniously towards one goal (Ferguson, 2012). The school vision is intended to bring about coordination among the key elements of school setting such as curriculum, instruction, assessment, staff and parents; it serves like a string to which all these constituents are anchored. It sensitizes each of the stakeholders to recognize and assume their respective roles and responsibilities in this mission of creating a nurturing atmosphere in the school (Gurley, Peters, Collins, & Fifolt, 2015). The formulation of school vision is a crucial process which should include all the key stakeholders of the institution so that it may give them a sense of ownership. It should stem out of the interests and beliefs of all the members of the school (Robbins & Alvy, 2003). The instructional leader is expected to bring about fundamental shift in the organization by substituting its prevalent values and beliefs with renewed ones which are facing the direction of the new vision. The vision as important as an anchor with which all the roles, actions and allocation of all the resources are fastened tightly. School vision serves like a lighthouse for both school leader and staff to navigate their efforts towards directed, safe and smoother route. Likewise, vision is used as criteria for determining whether the actions are right or wrong, relevant or irrelevant and productive or unproductive for the present situation in line with the goal of the future (Ramsey, Ramsey, & Vavvas, 2013). Moreover, vision resurrects the dead opportunities, resuscitates the withering hopes and produces possibilities out of the impossibilities. It gives birth to realistic plans, channelizes human energies and talents for a purpose by translating them into results (Miller, Devin, & Shoop, 2007). In the context of a school, a vision connects all the key elements with one another and develops out of them an image of network functioning for one shared goal. It gives out a sense to the role of each element which would seem purposeless in isolation, this way it motivates every member of the team to work more keenly. (Murphy & Lick, 2005) views that a vision which has come out of shared deliberation and common consensus of all the stakeholders benefits in multifarious ways; it creates a rationale ground for allocation of human and financial resources b) guides how individuals can be designated at various points c) unfolds the needs for professional development e) helps set timeline for the key projects d) helps prioritize the list of staff capacity building trainings serves as point of reference for improving the quality of teaching and learning.

Principal as Visionary Leader

Arguably, an organization is blind without a clear vision to follow. As magnificent four-wheeler with all its luxurious features turns into scrap without a steering, an organization with a sound workforce roams around aimlessly without a proper and clear direction. The first and foremost responsibility of an effective leadership is to set a clear vision for the organization. It has been witnessed widely that a number of educational institutions, in spite of being richly resourceful, fail to improve for they lack a direction and clear vision. On the contrary, some organizations despite facing dearth of resources, achieved a number of milestones in a very short span of time essentially on account of having clear



vision which saved them from undue waste of time, energies and resources and made their efforts more directed (Robson & Langworth, 2018). In line with this, Louis, believe that “leadership is all about organizational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organization in question, and doing whatever it takes to push and support people to move in those directions” (Louis, Leithwood, Wahlstrom, & Anderson, 2010).

Another study also endorse that effective principals are responsible for establishing a school wide vision and making the stakeholders committed to high standards and success of all students (Porter et al., 2008). Moreover, it stress that one of the key roles of an effective principal is to establish a collective school vision which has been enriched by the inputs of all the stakeholders such as teachers, students, parents and community members (Leithwood & Day, 2008). It emphasizes that an effective school head teacher makes its vision as symbol of its identity. It brings about radical changes in the system and procedures of the school which are needed for upgrading its performance. The degree of stakeholders’ involvement in the process creating the vision determines the power of the vision and expectation about how far it will be owned, valued, followed, practiced and achieved (S. Day, 2005). An unshared vision and mission generally remained disowned and unattended and unknown. When teachers, students, parents and community members are left disengaged in the formation of vision and mission they feel be undervalued and excluded. And eventually when these visions and missions are put up before them for adherence, the stakeholders take an object to accepting it and then the entire energies of the school leader are consumed merely in convincing and persuading them.

Development of School Vision

Vision does not need to remain stagnant or dead instead it should be dynamic and alive. And for this to happen a vision should be reviewed and renewed as and when need is surfaced particularly in case a good number of new members have become part of the institution. It recommend that in order to formulate a vision the very first thing to do is to conceive and then to discuss it with others in case it fails to meet the expectations of all it should be turned down and in other case, if it proves to be compatible, it should be further refined and then put to implementation (S. Harris, Lowery, Hopson, & Marshall, 2004). Postulates that school leader must refresh the memories of teachers and students about the vision and what is at the heart of all the activities before they become sedate of the monotonous lesson planning. When teachers begin to sincerely believe in what school leader actually aims to achieve, their action plans for academic uplift become increasingly realistic and meaningful. The School Improvement Plan (SIP) is not written as part of formality instead it becomes a need for them and is sincerely followed through (Tolhurst et al., 2006). It proposes some steps which are handy for developing a vision. They are having a clear understanding of the central activity of the school, being sensitized with the strengths and weaknesses of the indigenous context, having factual information about the present level of teaching and learning, and the desired level of teaching and learning quality. It is extremely important that both students and teachers are engaged into the process of realizing what quality of teaching and learning is anticipated (Sterling & Davidoff, 2000). However, the vision of every school is similar in one way that it keeps the quality of academics at the core. Nonetheless, the vision of every in school is



dissimilar in another way as it is formed in conjunction with the needs of the contextual realities of every individual school (Van Niekerk, 2014).

It is recommended that a vision should be unified and challenging; firstly, it should be formed with the involvement of all the key stakeholders so as to make it unified. In order for creating a shared vision, it is important for the leader to galvanize all the stakeholders particularly teachers at one platform (Bush & Coleman, 2000).

Formulation of vision is merely first step towards success, the real success lie in the implementation of the vision with its true spirit. In light of the best practices of effective school leaders, and puts forth some tried and tested suggestions regarding how vision can be materialized. The most significant strategy is to conduct meetings with the key stakeholders like teachers, community members and students and to rejuvenate their sense of commitment for the materialization of the vision. The meeting can be geared to discuss how each of the stakeholders have a unique, integral and dependable role and how their efforts have contributed to the achievements made by now and how it is impractical to achieve the vision without their support and consistency. There is possibly no other way to keep the teachers anchored with the vision than to practically engage them into the process of shaping the vision. In the context of school, teachers play central role and are main stakeholders. Taking their inputs will fill them with a sense of self-worth and they will personalize the vision thereby will remain committed to achieve it (Sallis & Glanz, 2006).

Moreover, there are various levels of the management in a school like every other organization. In schools where planning is deemed the prerogative of top management only and middle and lower management and other team members are generally kept disengaged essentially. The vision is generally present as decorative piece in the documents only. It does not reflect in the climate of the institution and thereby seems missing in the minds, words and actions of the staff as well. In order for having the key stakeholders to give their best for concretization of the vision, it is mandatory to take them on board in the very process of contriving the vision. In struggling schools, vision is announced to the teachers and community as if it is a directive from the top management whereas in successful schools it is a common practice that the leadership engages itself with the workforce of all levels particularly teachers and community members to share their dreams of an effective school. A leadership has to be farsighted and visionary by nature in order to elevate to the school to the new heights (Kapur, 2008). It gives out a contrasting view that the role school leader is not more than to construct a vision and share it with the staff for them to seek guidance from it and direct their efforts towards it and oppose it and argues that merely putting together a vision and leaving its implementation to the workforce is a fraction of what is expected from an effective leader and that the real magic of his role lie within having it implemented successfully (Gelsthorpe & West-Burnham, 2003).

Communication of the School Vision

It is integral part of the leadership role to convey the vision effectively with the key stakeholders. The implementation of a vision heavily relies on the fact that how effectively it has been communicated (Roberts & Pruitt, 2008). Significant number of writers like have emphasized this aspect of leadership role which is to articulate the vision before the workers and frequently discussing the need for their commitment to it. In the context of a school, there are four main agents of change; teachers, students, parents and



community with whom the vision must be shared. It is these four constituents who are not only expected to acknowledge the vision but also need to reaffirm their commitment, zeal and fervor for it. The best way for school head to convey the vision is through demonstration. When a school leader sits with students and teachers and lends his ears to their individual and collective problems and goes a step ahead to acknowledge their efforts and achievements, it eventually makes them realize the significance of the vision and they also adapt it stresses that an effective school leader is expected to express the vision and then persuade both students and teachers frequently to strive for achieving it. The school head is advised to remain approachable to students and teachers and welcome their suggestions, apprehensions and questions which can be used as opportunity to keep them motivated. It can be more effective if he organizes the meeting on multiple levels: general staff meetings, section wise meetings, subject wise or class wise teacher's meetings. This will allow the teachers to express their concerns and suggestions more freely and relevantly. Physical presence of the instructional leader during working hours prevents the staff from going lulled and sluggish instead keeps them alert and on their toes. The school vision should not be communicated in dictatorial tone instead the vision should be inculcated in the hearts of the stakeholders. It should not be imposed like a decision instead it ought to be presented in a way that the teachers, parents and students accept it willingly (Hancock, Black, & Bird, 2006).

Role of School Head Teachers / Principals

The expectations from the head teachers have been heightened significantly ever since the commencement of the 21st century. And the head teachers have been placed into the hot seats where they are expected to serve as educational visionaries, curriculum leaders, assessment specialists, disciplinarians, budget analysts, team builders and community organizers. Gone are the days when role of head teacher or school head used be limited to that of an administrator only, it is not the case anymore now. As the time went by and more and more research has taken place in the realm of education, it has evolved into an increasingly diverse and robust one. Although belatedly but rightly the role of head teacher has finally been recognized for its criticality and significance (C. Day, 2000).

Relationship between Head Teachers and Students

Different researches held in the field of education reveal that school leadership is closely related to students' performance. In this regard believe that although the ultimate goal of head teachers' leadership role is the better performance of students but consensus regarding specific role of head teachers and the strength of their relationship with students has not been achieved till now (Marks & Printy, 2003).

However, most of the studies reveal that school leadership that directly guides and motivates the students, teachers and other staff members to enhance the performance of students. In this connection affirms that without good leadership, the inspiration, motivation, involvement and contribution of teachers and students towards effective teaching learning is not possible (A. Harris, 2004). It confirms that school leadership has direct relationship with the performance of students. They believe that school head teachers not only set the learning environment but also held the teachers responsible for teaching and facilitate the students to enhance their learning process. The performance of students at local, national and international level represents the quality of education. The education quality is considered better if the students' performance is ideal (Peterson, 2011).



Research Methodology

The present study employed a mixed research strategy, incorporating both quantitative and qualitative approaches. This strategy has gained wide recognition in recent years due to its capacity to provide a more comprehensive understanding of research problems also affirms that mixed methods are not only valued but are increasingly practiced across the globe (A. Ahmad & Newman, 2010).

Within this framework, a descriptive survey research design was adapted, as it is considered highly reliable and valid for social science research. It argue that in dynamic contexts, no other design proves as effective as the survey method (DeMarrais & Lapan, 2003). Similarly, (Gray, 2004) notes that the application of surveys in various fields is expanding at a rapid pace. (Neuman, 2007) further explains that surveys allow researchers to gather data through structured questions. Instead of manipulating variables, the researcher categorizes, interprets, summarizes, and reports the collected information.

In essence, the survey design enables the researcher to capture the authentic representation of a larger population. Therefore, the combination of a mixed research strategy with a descriptive survey design ensures both depth and breadth in addressing the objectives of this study.

Table 1 Population of Study

S.No	Name of District	No of District Education officer	No of H. Secondary schools	Number of H. Secondary school heads	No of teachers	Number of Students XI-XII
1	Jaffarabad	1	26	26	120	1110
2	SohbatPur	1	28	28	124	1030
3	Naseerabad	1	31	32	130	1050
	Usta Mohammad	1	30	30	138	919
4	JhalMagsi	1	25	25	105	950
5	Kachhi	1	23	23	145	840
	TOTAL	6	163	163	762	5899

Source: Baluchistan Education Management Information System (BEMIS, 2021)

Table 2 Sample of Study

H.S.Schools	H.S.School heads	Teachers	STUDENTS
160*	16010=16***	762/10 =75****	500*****
** Jhon curry	*** Jhon curry	**** Jhon curry	***** Jhon curry

he sample for this study was determined through John Curry's sampling formula to ensure representativeness and reliability. A total of **160 higher secondary schools** were selected as the institutional sample. From these schools, **160 heads of higher secondary schools**



were included to capture administrative perspectives. Similarly, **762 teachers** were selected, which accounts for approximately **75 teachers per ten schools**, thereby providing a balanced view of the teaching staff. In addition, **500 students** were incorporated into the study to reflect the learner's perspective. The use of John Curry's sampling formula for schools, heads, teachers, and students ensured that the selected sample was scientifically justified and methodologically sound, thereby strengthening the validity of the study findings.

Table 3 *Quantitative Data Results*

ANNOVA		Sum of Squares	Df	Mean Square	F	Sig.
Head teachers' Model	Regression	8.711	1	8.711	94.621	.000
	Residual	1.289	14	.092		
	Total	10.000	15			
Teachers' Model	Regression	10.044	1	10.044	15.889	.000
	Residual	46.143	73	.632		
	Total	56.187	74			
Students' Model	Regression	122.739	1	122.739	226.167	.000
	Residual	270.261	498	.543		
	Total	393.000	499			

The analysis indicates a significant correlation between school heads' leadership vision and science group students' performance, based on data from head teachers, teachers, and students ($p = .000$ in all cases). Strong correlations were observed, especially from head teachers' perspective ($r = .933$). Leadership vision significantly predicts student performance, explaining 87.1% (head teachers), 17.9% (teachers), and 31.2% (students) of the variance. The regression model is a good fit ($p = .000$), and changes in leadership vision significantly influence student performance ($p = .000$). Therefore, the null hypothesis is rejected, and the alternative is accepted, confirming a significant correlation between leadership vision and student performance. Improvements in leadership vision are associated with improvements in students' performance

Qualitative analysis

How do you say that leadership vision of school head teachers is essential to enhance the performance of students?

Respondents overwhelmingly agreed on a direct link between head teachers' vision and student performance. They believe vision enables head teachers to predict and shape students' future success. Effective planning, organizing, controlling, and decision-making for student improvement are attributed to a head teacher's vision. Vision also allows head



teachers to foresee classroom activities and address school-related issues. It aids in identifying strengths and weaknesses in teaching and learning, fostering a positive environment. Head teachers' vision helps identify the needs of teachers and students, leading to better development programs. Essentially, vision is considered crucial for head teachers to enhance student performance through strategic actions.

To what extent are you satisfied with the vision of head teachers?

Respondents expressed widespread dissatisfaction with head teachers' vision. They believe effective school leaders are either born or trained, but many head teachers in Pakistan are promoted from teaching without adequate leadership preparation. Consequently, these head teachers often lack the necessary school leadership vision. Some even struggle with the definition of "vision," confusing it with aims or missions. Many head teachers are perceived as unable to foresee the future of their schools, students, or teachers. They are seen as incapable of setting future school goals and, due to a lack of vision, often fail to communicate any strategic direction to teachers, students, or parents. In essence, respondents feel most head teachers lack vision due to insufficient leadership background.

Findings

The findings show that respondents expressed moderate satisfaction with the vision of head teachers. In cases where head teachers set clear academic targets, such as improving laboratory use or encouraging inquiry-based learning, science group students performed significantly better. For instance, schools where the head teacher emphasized regular science exhibitions and practical demonstrations reported higher student engagement and improved test scores. The analysis confirmed a positive relationship between leadership vision and academic outcomes, as students excelled when goals were communicated and supported with resources. However, dissatisfaction was noted where the vision remained abstract, lacked practical steps, or failed to address classroom challenges, thereby limiting its overall effectiveness.

Conclusion

There was a significant effect of leadership vision, leadership skills and leadership styles of head teachers on the performance of science group students. An improvement in these variables (leadership vision, leadership skills and leadership styles) leads to improvement in students' performance. Furthermore, there was a significant difference in the perceptions between head teachers - teachers and head teachers – students but no significant difference was found in this regard between teachers and students. However, head teachers, teachers and students showed their dissatisfaction with leadership vision, skills and styles of head teachers. Due to lack of leadership training, qualification and inborn tendencies, most of the head teachers were incapable to develop leadership vision, skills and styles. In addition, the selection process of head teachers, based on only seniority, also did not support the progression of head teachers' leadership vision, skills and styles. Consequently, the performance of students was not as good as it was expected to be.

Suggestions

1. Addressing External Factors: Political interference, social pressure, and lack of authority should be minimized to enable leadership effectiveness.



2. Strategic Planning & Accountability: Head teachers should set future student performance goals, plan strategically, and be held accountable.
3. Classroom Supervision: Regular classroom visits should be conducted to monitor teaching-learning activities and address student concerns.
4. Adaptable Leadership Styles: Head teachers should use different leadership styles as per the situation to improve student performance.
5. Resource Optimization & Innovation: Maximum use of available resources and encouragement of innovation should be ensured.
6. Discipline & Decision-Making: A strict reward-and-punishment system should be in place, and decision-making should be prompt and justified.

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