

Effectiveness of Female Heads' Leadership Styles in School Improvement at Secondary Level

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ABSTRACT

The study's primary goal was to investigate the effectiveness of female heads' leadership styles in school improvement at the secondary level. The study's objectives were to: 1) assess the female head teachers' leadership styles at the secondary level; 2) investigate the effectiveness of female head teachers' leadership styles in improving the school; and 3) compare head teachers' opinions based on demographics, such as professional qualification and locality. This study used a descriptive survey approach to meet its goals. The researcher used the census method to select the sample because the teacher population in the Tehsils of Okara, Depalpur, and Renala Khurd varied. Finally, 112 female head teachers of secondary schools were selected for the sample. Self-structured questionnaire comprising 60 items were used to investigate the effectiveness of female heads' leadership styles in school improvement at the secondary level. The study revealed that female head teachers' performance in handling the six administrative tasks was rated as good overall by the teachers. The principals also rated them above average on all administrative tasks.

KEYWORDS

Effectiveness of female head teachers, Leadership Styles, Secondary Level, Improvement of schools

JOURNAL INFO

HISTORY: Received: August 23, 2022

Accepted: September 17, 2022

Published: September 30, 2022

INTRODUCTION

There are two types of school-prevailing leadership styles. These styles are used by administrators to demonstrate their school-level effectiveness. The various types of administrators employ supportive and participative leadership styles. According to Ngang (2022), they have a significant impact not only on teacher effectiveness but also on teacher performance.

Bolam (2021) looked at the positive impact of teachers working together to share leaders' vision for students' success. According to Cheng (2013), leadership styles have a direct impact on teacher performance as well as organisational outcomes, which in an educational setting have an impact on the success of students. Students' performance may be affected by teachers and administrators (Abbas & Iqbal, 2018). Numerous studies have shown that department heads have no direct effect on student performance, according to Hallinger and Heck (2016). Students' contentment can only be attributed to tutor support. In order to comprehend the magnitudes of leadership, it is essential to examine relevant leadership styles. Previous educators emphasised boss-like behavior, which is most relevant to autocratic leadership, while others emphasised deliberation measurement, which is comparable to democratic leadership. The democratic or autocratic, people-oriented or task-oriented, collegial or directive, consideration- or instigating-structured, and participative or directive individual styles of many leaders are outlined (Owens, 2014; Somech & Wenderow, 2006).

According to Yukl (2012), when people think of "leadership," they picture strong, influential people who guide their troops to victory, build mighty empires, and steer their countries in a new direction. People generally believe leaders have an effect and wonder why this is so. As Bass puts it, "leadership is typically viewed as the single most essential component in the success or failure of institutions" (2019). There is a growing consensus among stakeholders that "leaders are substantially responsible for school achievement," as stated by Ogawa and Scribner (2002).

The commonsense concept of "leadership" has been adopted without modification into the academic lexicon of the field of organisational studies. That there are virtually as many academics looking into the topic as there are definitions of the concept comes as no surprise. In one quotation, Bennis (2002) compared leadership to beauty, saying, "You know it when you see it." Following is a typical definition, as provided by Chemers (2000): Leadership is the exercise of social influence through which one person persuades and mobilises followers to help that person achieve a common goal. That "leadership is a social influence process in which one person exerts intentional influence on others to shape activities and relationships in a group or organisation" is the single premise shared by this and other definitions

Researchers have found that groups need highly skilled leaders. In some cases, splitting up duties would be detrimental to the efficiency of the team as a whole. An effective leader is someone in a position of authority who is trusted to



guide others. The rest of the group are simply fans of the leader. It occurs naturally as part of a social structure. In this sense, leadership is not something you have or don't have, but rather what your company does. According to Ogawa (2015), the effectiveness of school leadership is significantly affected by the nature of its social networks and the roles its members play within them. Leadership as an institutional feature of educational institutions is backed by empirical evidence. Leadership, as defined by James et al. (2022), is shared between leaders, followers, and external factors.

According to Katzenmeyer and Moller (2016), there are three major aspects of leadership that help resolve the controversy: 1) characteristic of an individual, 2) characteristic of an office or position, and 3) category of actual behaviour.

Therefore, it is beneficial to evaluate leadership from the perspective of both an individual trait and as a function of the roles and procedures of a social system. There is some disagreement on how much control authorities should have over the nature, motivation, and method of influence operations. One common definition of leadership is the leader's ability to convince their followers that following the leader is in their best interest, so that the group as a whole can prosper. Recent formulations of charismatic and transformative leadership have incorporated definitions that recognise the relevance of emotions as a foundation for influence. Put another way, leaders inspire their people to sacrifice for the common good.

Dou et al. (2016) are an early example of scholars who see the importance of placing leadership in a broader context. His "Leadership Contingency Model" attempts to illustrate the impact the environment has on leadership. Going beyond the traditional view that leadership is a function of the leader, the follower, and the position, he has established a practical method that operationally describes the circumstances at hand. His categorization scheme uses the following three factors to assess the leadership potential of any given group situation: (a) The leader's interpersonal connections with his team members; (b) The leader's positional authority and power (c) The framework of the assignment.

When leaders consider and initiate structure, it improves employee morale and productivity. These characteristics can be seen in nearly every model of leadership. According to situational theorists, "the most effective combination of people-oriented and task-oriented behaviours varied" (Day et al., 2016). Due to the inflexibility of the leadership model, environmental factors become the primary determinant of a leader's success (Fiedler, 2006).

Harris (2015) argues that "style was difficult to adapt to different situations" and that "leaders could learn to expand their range and become effective under varying conditions that lead towards the situational theories" by learning which leadership styles are most suitable for different scenarios. Businessballs (2018), (2018), (2018), Leadership in context: how it relates to the people involved, the situation, and their own preferences They came up with the Situational Leadership Model, which categorises leaders into four categories based on their approach to leading a group: autocratic for telling, democratic for selling, encouraging and sociable for participation, and laissez-faire. These leadership actions can be highly directive or non-directive, depending on the situation. Leaders in such a setting are constantly faced with new challenges, and they must be able to assess the abilities, needs, and strengths of their faculty in order to respond effectively.

Commonly used keywords like "effectiveness," "effort," and "performance" can be understood in context with other words and ideas like "competence," "development," "quality," "evaluation," "monitoring," "accreditation," "adequacy," "accountability," and "performance." The scope of effectiveness is enormous. Therefore, a school's efficacy can be measured by its students' success on standardised tests administered by the government. The success of a school can be measured by the way its students behave at home and perform on standardised tests. One social measure of a school's quality is the character of its students. Common measures of school effectiveness are listed in a 2019 report by the Commonwealth Secretariat as internal performance, working environment, external concerns, and staff performance.

Chapman (2020) states that good schools consider a student's socioeconomic status, family history, and previous learning to support progress in a variety of intellectual, social, and emotional areas. I'm here. "A school that exceeds the expectations of its students based on school admissions" is the operational definition of an effective school (Mangin, 2017). "Schools played a lesser role when it came to performance disparities," say Lumby & Coleman (2020). "Schools have little impact on children's academic performance." In the United Kingdom, intellectual climate change means that the impact of schools varies depending on where they are in the watershed. Lumby & Coleman (2016), in their study on secondary education in London, acknowledge this work. The same is confirmed by Tomlinson's (2020) study of mixed-race comprehensive schools.

The literature supporting the supervisory device is a socially and politically decontextualized frame of labour, Thrupp (2017) argues, with a focus on faculty efficiency and enhancement. The majority of studies on the effectiveness of faculty imply that students' backgrounds, not colleges, account for at least 80% of scholar accomplishment, as stated by Mulyani et al. (2020). Advocates of faculty effectiveness claim that "although colleges account for only 20% of accomplishments, their work has helped convincingly destroy the idea that universities make little difference." Teddlie and Stringfield state, "Despite the powerful influence of family history on kids' development, schools no longer only make a difference, but they add value" (2007). "efficient management of the staff by means of the head, the involvement of the heads of department, the involvement of other teachers, established lessons, intellectually challenging teaching, an environment focused on students' creative work, frequent dialogue between teachers and students, environmentally friendly and accurate record keeping, parental and network participation, a pleasant atmosphere, and consistency amongst teachers" The Commonwealth Secretariat (2019) catalogued the symptoms of effective schools.

Each of these indicators was created after careful consideration of fundamental management, implementation, environmental, and performance provisions. Such criteria are used to judge the quality of schools and their leaders. The academic success of a school is directly related to the leadership style of its administrators, faculty, and staff. For leaders to successfully collaborate on developing a world-class educational programme, they must first be able to adopt leadership styles that work for them. Despite the abundance of literature on the topic of educational administrators' management techniques, it remains unclear how much of an impact leaders have on their institutions' performance. It's time for educational administration to incorporate knowledge of many types of leadership.

We need to quantify the impact of leadership style in generating and sustaining school effectiveness if we are to draw any conclusions about the connection between the leadership styles of school leaders and school success. Therefore, scholars are interested in learning how various leadership styles affect the success of schools. Governments, policymakers, carers, educators, endowment groups, and school leaders can all benefit from a deeper understanding of today's school leadership practises thanks to this study. Teachers and principals can use this information to better guide their students' academic growth. This article focuses on how today's school leaders might meet the challenges of constructing innovative, competitive institutions. The study was aimed to investigate the effectiveness of female heads' leadership styles at secondary level. The objectives of the study were: 1) To assess the female head teachers leadership styles at secondary level. 2) To investigate the female heads leadership styles' effectiveness to improve the school 3) To compare female head teachers' opinion on the base of demographics i.e. professional qualification and locality. Research questions are addressed in the study 1). What are the female head teachers' leadership styles at secondary level? 2). How much effective the leadership styles of female head teachers to improve school? 3). Is there any difference between Participants' opinion on the base of demographic variables i.e. professional qualification and locality?

RESEARCH DESIGN

The quantitative approach was utilized for this study. This study was descriptive and cross-sectional survey design used for the study because it determines the effects of female head teachers' leadership styles in promoting school effectiveness at secondary level.

POPULATION AND SAMPLE

The population of the study was consisted on 112 female head teachers of Tehsil Okara, Depalpur and Renala Khurd. Census method was adopted to select 112 female head teachers of the 3x tehsils of district Okara (Depalpur, Renala Khurd and Okara).

INSTRUMENT

Self developed and self validated questionnaire was utilized in this study.

RESULTS

Table 1. Demographic Information of Sample Respondents

Demographic Variables	Participants Response	
	Frequency	%age
Designation	HM	37 33.0
	SHM	13 11.6
	Principal	36 32.1
	Any Other	26 23.3
Experience in years	1 – 5 yrs	31 27.6
	6 – 10 yrs	15 13.3
	11 – 15 yrs	47 41.9
	16 – 20 yrs	19 16.9
Teachers' Qualification	BS	51 45.5
	MA / MSC	29 25.8
	MPhil	22 19.6
	PhD & other	10 9.0
Teachers' Professional Qualification	B.Ed	60 53.5
	M.Ed	47 41.9

	Others	4	3.5
Training Received	1	53	47.3
	2	34	30.3
	3	14	12.5
	4 & All Above	11	9.8
Locality	Rural	87	77.7
	Urban	25	22.3

Table 1 shows descriptive statistics used to analyze sample participants demographic information. The table displays that 33.0% female head teachers were belonged to HM, 11.6% were SHM, 32.1% were Principal and 23.3% were belonged to different designations. 27.6% female head teachers comprises with 1-5 years’ experience, 13.3% were 6-10 years’ experience, 41.9% were 11-15 years’ experience and 16.9% were 16-20 years’ experience. Moreover, 45.5% teachers qualification were BS, 25.8% were MA/ MSC, 19.6% were MPhil and 9.0% were PhD. 53.5% of female head teachers professional qualification were B.Ed, 41.9% were M.Ed and 3.5% were others. Moreover, 47.3% female head teachers were received HM training, 30.3% received SHM training, 12.5% received principal training and 9.8% received other training. 77.7% female head teachers were rural and 22.3% were urban.

Table 2: Frequency Distribution for female head teachers’ leadership style atsecondary level

Sr #	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head teacher finds it difficult to supervise their teacher for effectiveacademic work.	34 (30.4)	37 (33.0)	15 (13.4)	14 (12.5)	12 (10.7)	3.10	1.32
2	Female Head teacher finds it difficultto supervise their teacher for effective academic work.	23 (20.5)	19 (17.0)	45 (40.2)	14 (12.5)	11 (9.8%)	3.04	1.20
3	Female Head teacher neglect theirduties as a leader of her respective schools.	14 (12.5)	12 (10.7)	13 (11.6)	52 (46.4)	21 (18.8)	3.48	1.26
4	Female Head teacher becomes powerdrunk and hardly recognize the value of staff.	17 (15.2)	14 (12.5)	12 (10.7)	30 (26.8)	39 (34.8)	3.53	1.45
5	Female Head teacher find it difficult toinvolve their staff as they lead as school Heads or managers	46 (41.1)	14 (12.5)	15 (13.4)	16 (14.3)	21 (18.8)	3.21	1.58
6	Female Head teacher lacks knowledge for planning of effective of school system.	25 (22.3)	37 (33.0)	19 (17.0)	12 (10.7)	19 (17.0)	3.12	1.38
7	Female Head teacher find it difficult to do proper staffing although it is part of their duties as school leaders.	15 (13.4)	21 (18.8)	43 (38.4)	17 (15.2)	16 (14.3)	3.18	1.20

8	Female Head teacher find it difficult to control or put in measures to correct situations in their schools.	18 (16.1)	20 (17.9)	21 (18.8)	38 (33.9)	15 (13.4)	3.10	1.30
9	Female Head teacher hurt on the liberties.	22 (19.6)	16 (14.3)	16 (14.3)	22 (19.6)	36 (32.1)	3.31	1.53
10	Female Head teacher find it difficult to understand their roles.	34 (30.4)	15 (13.4)	18 (16.1)	21 (18.8)	24 (21.4)	3.17	1.54
							3.22	1.37

Table 2 depicts that majority of the participants show agreement with the above statements (M 3.22, SD 1.37). It shows that female head teacher finds it difficult to supervise their teacher foreffective academic work, neglect their duties as a leader of her respective schools, becomes power drunk and hardly recognizes the value of staff. Find it difficult to involve their staff. lacks knowledge for planning of effective of school system, find it difficult to do proper staffing, find it difficult to control or put in measures to correct situations in their schools and find it difficult to understand their roles.

Table.3.Frequency Distribution for female head teachers’ leadership style atsecondary level

Sr #	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head teacher ensure solvency and probity of financial resources.	22 (19.6)	30 (26.8)	18 (16.1)	23 (20.5)	19 (17.0)	3.18	1.39
2	Female Head teacher ensures financial resources are managed effectively.	24 (21.4)	24 (21.4)	30 (26.8)	16 (14.3)	18 (16.1)	3.12	1.35
3	Female Head teacher engage with stakeholders.	19 (17.0)	19 (17.0)	24 (21.4)	36 (32.1)	14 (12.5)	3.06	1.29
4	Female Head teacher regularly approving and revising school budgets.	27 (24.1)	16 (14.3)	12 (10.7)	28 (25.0)	29 (25.9)	3.14	1.54
5	Female Head teacher organizing budget including accounting	30 (26.8)	21 (18.8)	22 (19.6)	16 (14.0)	23 (20.5)	3.11	1.49
6	Female Head teacher reports the use of school funds to the relevant parties.	20 (17.9)	27 (24.1)	21 (18.8)	18 (16.1)	26 (23.2)	3.12	1.44
7	Female Head teacher ensures the school development plan.	27 (24.1)	29 (25.9)	24 (21.4)	18 (16.1)	14 (12.5)	3.01	1.33
8	Female Head teacher enables to fulfill their financial managementroles and responsibilities.	23 (20.5)	15 (13.4)	23 (20.5)	33 (29.5)	18 (16.1)	3.02	1.43

9	Female Head teacher prepare an annual budget, that is planning the school finances for the next fiscal year.	17 (15.2)	19 (17.0)	19 (17.0)	30 (26.8)	27 (24.1)	3.30	1.38
10	Female Head teacher is responsible to keep the financial records of the school.	31 (27.7)	18 (16.1)	18 (16.1)	19 (17.0)	26 (23.2)	3.07	1.50
							3.12	1.41

Above table shows that majority of the participants agreed with the above statements about the effective management of financial matters of schools (M=3.12, SD 1.41). It shows that female Head teacher ensure solvency and probity of financial resources, ensures financial resources are managed effectively, engage with Stakeholders, regularly approving and revising school budgets, organizing budget including accounting, ensure solvency and probity of financial resources, ensures financial resources are managed effectively, use of school funds to the relevant parties, ensures the school development plan, enables to fulfill their financial management roles and responsibilities, prepare an annual budget, that is planning the school finances for the next fiscal year. responsible to keep the financial records of the school.

Table 4 Frequency Distribution for female head teachers' leadership style at secondary level

Sr #	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head teacher provides information about school events and extracurricular activities.	25 (22.3)	22 (19.6)	22 (19.6)	20 (17.9)	23 (20.5)	3.20	1.40
2	Female Head teacher insist on exemplary courtesy and parents for all visitors.	17 (15.2)	28 (25.0)	22 (19.6)	26 (23.2)	19 (17.0)	3.01	1.35
3	Female Head teacher helps parents understand the importance of their role in education process.	25 (22.3)	22 (19.6)	23 (20.5)	20 (17.9)	22 (19.6)	3.37	1.44
4	Female Head teacher provides formal communication channels to let teacher know clearly about school activities.	17 (15.2)	18 (16.1)	17 (15.2)	34 (30.4)	26 (23.2)	3.11	1.58
5	Female Head teacher holds meetings with staff to discuss effective instruction.	36 (32.1)	20 (17.9)	20 (17.9)	14 (12.5)	22 (19.6)	3.13	1.71
6	Female Head teacher installs suggestion boxes in this school administration.	24 (21.4)	29 (25.9)	17 (15.2)	26 (23.2)	16 (14.3)	3.13	1.39
7	Female Head teacher allows teacher to give their own suggestions on different school matters.	16 (14.3)	23 (20.5)	24 (21.4)	20 (17.9)	29 (25.9)	3.18	1.29
8	Female Head teacher reaching out to parents and communicating with them in meaningful ways.	24 (21.4)	20 (17.9)	26 (23.2)	26 (23.2)	16 (14.3)	3.08	1.33

9	Female Head teacher motivates the staff to arrange school activities.	15 (13.4)	24 (21.4)	11 (9.8)	28 (25.0)	34 (30.4)	3.04	1.47
10	Female Head teacher to meets situational demands with negotiation skills.	36 (32.1)	13 (11.6)	24 (21.4)	13 (11.6)	26 (23.2)	3.05	1.44
							3.20	1.40

Table 4 explains that majority of the participants show agreement about the effective communication skills of female head teachers ($M=3.13$, $SD=1.71$). Female Head teacher provides information about school events and extracurricular activities, teacher insist on exemplary courtesy and parents for all visitors, helps parents understand the importance of their role in education process, provides formal communication channels to let teacher know clearly about school activities, installs suggestion boxes in this school administration, holds meetings with staff to discuss effective instruction, installs suggestion boxes in this school administration, reaching out to parents and communicating with them in meaningful ways, motivates the staff to arrange school activities, meets situational demands with negotiation skills.

Table 5.Frequency Distribution for female head teachers' leadership style atsecondary level

Sr #	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head teacher provide needed information relevant to learning process.	26 (23.2)	25 (22.3)	17 (15.2)	29 (25.9)	15 (13.4)	3.04	1.46
2	Female Head teacher presents the school profile to community.	21 (18.8)	31 (27.7)	23 (20.5)	16 (14.3)	21 (18.8)	3.00	1.41
3	Female Head teacher determines school goals and objectives.	13 (11.6)	23 (20.5)	23 (20.5)	32 (28.6)	20 (17.9)	3.01	1.36
4	Female Head teacher develops the school's monitoring evaluation plan.	26 (23.2)	15 (13.4)	16 (14.3)	27 (24.1)	28 (25.1)	3.04	1.44
5	Female Head teacher formulates financial and annual implementation plan.	29 (25.9)	21 (18.8)	14 (12.5)	19 (17.0)	29 (25.9)	3.16	1.41
6	Female Head teacher facilitates actual planning workshop.	26 (23.2)	32 (28.6)	17 (15.2)	20 (17.9)	17 (15.2)	3.17	1.40
7	Female Head teacher encourages innovation through research based practices.	20 (17.9)	24 (21.4)	34 (30.4)	17 (15.2)	17 (15.2)	3.09	1.44
8	Female Head teacher achieves measureable improvements in students' results.	20 (17.9)	17 (15.2)	27 (24.1)	30 (26.8)	18 (16.1)	3.10	1.41

9	Female Head teacher focuses on the priority standards.	23 (20.5)	23 (20.5)	18 (16.1)	22 (19.6)	26 (23.2)	3.06	1.42
10	Female Head teacher visits to regional selected schools each year.	26 (23.2)	20 (17.9)	19 (17.0)	27 (24.1)	20 (17.9)	3.04	1.41
							3.07	1.41

Table 5 depicts that female head teachers set effective teaching and learning environment (M=3.07, SD=1.41). It shows female head teacher provide needed information relevant to learning process, presents the school profile to community, determines school goals and objectives, develops the school’s monitoring evaluation plan, formulates financial and annual implementation plan, facilitates actual planning workshop, encourages innovation through research based practices, focuses on the priority standards, visits to regional selected schools each year.

Table 6. Frequency Distribution for female head teachers’ leadership style at secondary level

Sr #	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head Teacher use professional competency, and participate in continuous professional development.	25 (22.3)	24 (21.5)	19 (17.0)	20 (17.9)	24 (21.5)	3.01	1.40
2	Female Head teacher require class discussion for learners to think critically.	22 (19.6)	22 (19.6)	23 (20.5)	23 (20.5)	22 (19.6)	3.08	1.48
3	Female Head teacher achieve measurable improvements in student results.	24 (21.5)	20 (17.9)	27 (24.1)	24 (21.5)	17 (15.2)	3.14	1.46
4	Female Head teacher provide extra teaching support to underperforming students.	24 (21.5)	19 (17.0)	20 (17.9)	26 (23.2)	23 (20.5)	3.02	1.34
5	Female Head teacher understand the curriculum to improve student learning.	19 (17.0)	22 (19.6)	17 (15.2)	30 (26.8)	24 (21.5)	3.17	1.44
							3.08	1.42

Table 6 shows that female head teachers improve school through dynamic leadership (M=3.08, SD=1.42). It shows that female head teacher use professional competency, and participate in continuous professional development, require class discussion for learners to think critically, achieve measurable improvements in student results, provide extra teaching support to underperforming students, understand the curriculum to improve student learning.

Table.7.Frequency Distribution for female head teachers’ leadership style atsecondary level

Sr #	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head teacher take responsibilities and leads a disciplinedlife.	25 (22.3)	23 (20.5)	24 (21.4)	21 (18.8)	19 (17.0)	3.04	1.51
2	Female Head teacher motivates to learn and actively participate in lessons.	25 (22.3)	21 (18.8)	19 (17.0)	25 (22.3)	22 (19.6)	3.15	1.42
3	Female Head teacher supported inclusive education for children and teachers with special needs.	24 (21.4)	26 (23.2)	18 (16.1)	25 (22.3)	19 (17.0)	4.04	1.01
4	Female Head teacher provided quality school facilities that enable all staff to work well and all children to learn.	20 (17.9)	24 (21.4)	22 (19.6)	21 (18.8)	25 (22.3)	3.50	1.21
5	Female Head teacher feel safe and supported in their pursuit of knowledge.	21 (18.8)	22 (19.6)	23 (20.5)	23 (20.5)	23 (20.5)	3.07	1.47
							3.36	1.32

Table 7 demonstrates that female head teachers promotes community participation in school improvement (M=3.36, SD=1.32). Female Head teacher take responsibilities and leads a disciplinedlife, motivates tolearn and actively participate in lessons, supported inclusive education for children and teachers with special needs, provided qualityschool facilities that enable all staff to work well and all children to learn, feel safe andsupported in their pursuit of knowledge.

Table 8.Frequency Distribution for female head teachers’ leadership style atsecondary level

.	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head teacher take responsibilities and leads a disciplinedlife.	25 (22.3)	23 (20.5)	24 (21.4)	21 (18.8)	19 (17.0)	3.04	1.51
2	Female Head teacher motivates tolearn and actively participate in lessons.	25 (22.3)	21 (18.8)	19 (17.0)	25 (22.3)	22 (19.6)	3.15	1.42

3	Female Head teacher supported inclusive education for children and teachers with special needs.	24 (21.4)	26 (23.2)	18 (16.1)	25 (22.3)	19 (17.0)	4.04	1.01
4	Female Head teacher provided quality school facilities that enable all staff to work well and all children to learn.	20 (17.9)	24 (21.4)	22 (19.6)	21 (18.8)	25 (22.3)	3.50	1.21
5	Female Head teacher feel safe and supported in their pursuit of knowledge.	21 (18.8)	22 (19.6)	23 (20.5)	23 (20.5)	23 (20.5)	3.07	1.47
							3.36	1.32

Table 8 demonstrates that female head teachers promotes community participation in school improvement (M=3.36, SD=1.32). Female Head teacher take responsibilities and leads a disciplined life, motivates to learn and actively participate in lessons, supported inclusive education for children and teachers with special needs, provided quality school facilities that enable all staff to work well and all children to learn, feel safe and supported in their pursuit of knowledge.

Table.9. Frequency Distribution for female head teachers' leadership style at secondary level

Sr #	Statement Of Questions	SA %	A %	N %	DA %	SDA %	M	SD
1	Female Head teacher responsible for school polices, regulations and procedures are effectively communicated and followed.	29 (25.9)	19 (17.0)	24 (21.4)	24 (21.4)	16 (14.3)	3.04	1.51
2	Female Head teacher provided structures and processes exist to support shared leadership.	23 (20.5)	22 (19.6)	16 (14.3)	24 (21.4)	27 (24.1)	3.15	1.42
3	Female Head teacher has collective responsibility for student learning.	27 (24.1)	25 (22.3)	19 (17.0)	18 (16.1)	23 (20.5)	4.04	1.01
4	Female Head teacher responsible for decision-making and administrative processes have carried out effectively.	18 (16.1)	26 (23.2)	22 (19.6)	27 (24.1)	19 (17.0)	3.50	1.21
5	Female Head teacher provided guidance for teachers regarding effective classroom practice.	26 (23.2)	19 (17.0)	20 (17.9)	26 (23.2)	21 (18.8)	3.07	1.47
							3.36	1.32

Table 9 demonstrates that female head teachers promotes community participation in school improvement (M=3.36, SD=1.32). It shows that female head teacher responsible for school polices, regulations and procedures are effectively, provided structures and processes exist to support shared leadership. Collective responsibility for student learning communicated and followed, responsible for decision-making and administrative processes have carried out effectively, provided guidance for teachers regarding effective classroom practice.

Table. 10. Difference between Participants’ Opinion on the base of Professional Qualification

Variables	N	M	SD	Df	t	Sig.
	38	180.7568	8.069	73	.460	
P.Q.					.426	.54
	37	178.1053	5.908	67.82		

It is clear from the table 9 indicates the difference between participants’ opinion by professional qualification. The significance value (.54) is greater than significance level (0.05), which indicates that there is statistical no significant difference between participants’ responses about the effectiveness of female head teacher leadership styles in school improvement at secondary level (It is clear from the table 4.1.5).

Table 11. Difference between Female Head Teachers’ Opinion on the base of Locality

Variables	Category	N	M	SD	Df	T	Sig.
	Rural	87	179.19	8.211	110	.478	
Locality						.478	.36
	Urban	25	179.83	5.64	97.53		

It is clear from the table 10 indicates the difference between participants by locality. The significance value (.36) is greater than significance level (0.05), which indicates that there is statistical no significant difference between participants’ responses about the effectiveness of female head teacher leadership styles in school improvement at secondary level.

DISCUSSION

Taking a closer look at what it takes for school leaders to make a difference in their institution reveals a process that is intricate, time-consuming, and interdependent. It's not a straight line or a simple chart (Lizotte, 2017). Because of the complex social and cultural environment of her school, where the principal is fighting for survival but her community may be thriving, this depiction is nuanced. A complicated community-controlled school's principal is not the school's master but rather the community's "manager" or "trustee" in charge of school business. This research, however, shows that principals are not only capable of carrying out their duties in a complicated setting, but that they are also strategic, democratic leaders who put their employees and students first and work toward common goals. Localized Education Facility He is a leader in the field of education and a strong proponent of the system (Memon, 2016).

Dividing responsibilities among stakeholders, communities, and institutions offers opportunities to work together to improve schools (Hallinger & Heck, 2016), but has undesirable consequences (increased lack of basic skills and knowledge, and the SMC member's lack of attitude towards responsibility). A challenge for school leaders to achieve desired results. Research indicates that principals have two main roles. capacity development and leadership. This research addresses concerns inherent in students, teachers, parents, and school leaders (themselves) to improve teaching and learning rather than spending more time on other tasks. It indicates that it is important to focus more. role as principal of a community school.

This led us to conclude that parents have high hopes for their children's schools and administrators to foster academic growth. B. Be able to communicate effectively in English, read widely, grasp mathematical and scientific concepts, and aid in the development of new library and computer facilities. It is essential to provide an emotionally safe environment for students and staff and to boost student confidence via improved caring and sharing in order to observe a meaningful improvement in learning outcomes (Louis & Wahlstrom, 2011). Since relying on subpar and underpaid teachers and volunteers might compromise the development of individuals in leadership positions, community schools must be careful to hire competent staff based on ability (Sultan, 2015).

CONCLUSIONS

The following conclusions were made on the base of findings of the study:

The conclusions of this study are based on the research and analysis in the report. As a result of the investigation, the following conclusions were obtained: The principal's performance in handling the six administrative tasks was rated as good overall by the teachers. The principals also rated them above average on all administrative tasks. Similarly, a basic quality assurance officer said that female district principals are generally performing well.

School leaders' background characteristics did not make a significant difference in the importance they gave to school leaders' role perceptions in the six domains of leadership. The primary education teacher's training, including workshops and in-service courses, met the expectations of a secondary education teacher for performing her role in six administrative tasks. However, areas such as school finance and economics, curriculum, and instructional course design and development require more training to enable school leaders to work more effectively and efficiently in these areas.

Findings show that there are many delinquents in the leadership style of principals in Okara, Depalpur, and Renala Khurd districts, with impacts on secondary school improvement. The results show that there is a significant correlation between a school leader's initiative structure and improvement in his style of leadership, which influences school improvement.

RECOMMENDATIONS

The following recommendations are made in light of these findings:

Leadership strategies such as transactional, transformative, and serving leadership can be integrated into active leadership.

Future research may explore relationships using different leadership styles, such as transactional leadership, transformative leadership, and servant leadership. Provisions for leaders to enhance their educational leadership training to avoid leadership management challenges in areas faced by both leaders and

Higher education institutions and administrators should explore alternatives to better match school improvement programmes to the needs of schools.

School leaders can facilitate and manage mechanisms for the effective use of leadership and team management strategies to improve teacher job satisfaction and ultimately lead to learner academic success.

Share departmental values and standards with staff and FDP (Faculty Development Program) can incorporate leadership into department heads in all disciplines to utilize leadership and team management strategies.

SUGGESTIONS FOR FUTURE RESEARCH

Further research can be conducted in other departments of other states, particularly in rural areas, and across the country in order to gather relevant information on the subject.

There needs to be more research on bottlenecks in secondary schools so that we can figure out what they need and suggest the right interventions and fixes.

Examine the government's rules for how principals run secondary schools in Pakistan to see if they deal with the problem of how leadership affects students.

CREDIT AUTHOR STATEMENT

Waqas Yaqoob: Conceptualization, Methodology, Data collection, Data analysis, Writing- Original draft preparation., **Muhammad Nadeem Iqbal:** Introduction; Methodology, Data analysis, Data interpretation. **Shabeeh Zahra:**

Results, Writing- Reviewing and Editing, **Saima Mehboob**: Literature Review, Methodology, Data Collection, Editing, Proofreading.

COMPLIANCE WITH ETHICAL STANDARDS

It is declared that all authors don't have any conflict of interest. It is further declared that although data were collected from students of secondary schools, but informed consent was obtained from all individual participants (and their parents) included in the study.

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