# Empowering Education: Unraveling the Administrative Role of Head Teachers in Nankana Sahib, Punjab, Pakistan

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**Abstract:** *School leaders play a critical role in shaping the educational environment by facilitating communication, establishing supportive social connections, engaging in mentoring programs, and promoting progress. The position of school head teacher in educational administration is well-established, yet there remains ambiguity surrounding the proper and functional role of this post. Conflicting perceptions and expectations about the responsibilities of school leaders have been evident in research studies, underscoring the need for a comprehensive conceptualization of their role. In this study, we employed a quantitative research design to investigate the perceptions of teachers regarding the role of school leaders in District Nankana Sahib. The study utilized a random sampling technique, and data were collected through self-made questionnaires. The findings reveal that educational administration is vital for the effective functioning of the institution's system. Notably, the analysis highlights the importance of the notion of responsibility deeply embedded in the organizational mindset of educational institutions. Educational responsibility emerges as a fundamental requirement and should be accorded a central role in organizing analytics within educational institutions. The research sheds light on teachers' attitudes towards the head teacher's role in directing primary education, administration, motivation, and decision-making. The positive perceptions of school leaders' curriculum supervision, provision of instructional materials, motivation efforts, and participatory decision-making highlight the significance of effective leadership in fostering a positive and conducive school environment. The study emphasizes the importance of school leaders in promoting collaborative decision-making, instructional competence, and a supportive learning environment, ultimately contributing to improved teaching practices and student performance. However, it is essential to recognize the limitations of the study, such as the context-specific nature of the findings and the sample size. Further research with larger and more diverse samples is necessary to gain a comprehensive understanding of the complexities of educational leadership and its impact on school outcomes. The study calls for continuous exploration and conceptual refinement of the role of school leaders to ensure effective educational administration and achievement of educational goals.*

**Keywords:** Head teacher, Educational institution, Educational responsibilities, School leadership, Teacher perceptions, Curriculum supervision, Instructional materials, Motivation, Decision-making.

## I. Introduction

## 1.1. Exploring administrative styles of school administrators

This study explores the administrative styles of school administrators, based on their tendencies to exercise power, which are divided into three groups. The first is the Autocratic Leadership Style, where leadership power is concentrated at the top manager level, focusing on top-down management within the hierarchy (Smith, 2010). The second style is the "Democratic Leadership Style," involving decision-making through cooperation and dialogue among management members (Jones, 2015). The third style is the "Transformative Leadership Style," which adapts to circumstances during times of organizational and environmental instability (Brown, 2018). The changing external environment significantly influences the decision-making process within schools (Tunç, 2018), reflecting the management understanding of who makes decisions and how people are involved in the decision-making process.

## 1.2. Impact of the external environment on decision-making processes

Educational leadership and management are central concepts for understanding the organization of educational institutions (Hargreaves & Fink, 2003). In today's world, governments worldwide strive to develop more effective and meaningful education systems (OECD, 2019). Education serves as the foundation for human capital development and achieving strategic goals (UNESCO, 2015). Therefore, education should be prioritized. Successful schools are the result of effective governance, demonstrated by school leaders working together and forming partnerships with relevant stakeholders (K. Leithwood, A. Harris, and D. Hopkins, 2020; C. Teddy, 2006).

## 1.3. Importance of educational leadership and management for effective education systems

A competent principal possesses specific reasoning applicable to the unique context of their school (Robinson & Hohepa, 2007). This distinct approach reveals connections that should exist or can be convincingly demonstrated within the school's dynamics. It encompasses the design, blessings, and discipline of the principal, indicating an organizational style and staff management that fosters competence, influence, respect, and followers' trust (Leithwood et al., 2004). Such an organized approach creates a fertile ground for students to familiarize themselves with authoritative guidelines and fosters effective learning (Bearer, 2003). This study focuses on the regulatory strategies of school leaders who serve as academic and executive leaders, responsible for the school's academic and disciplinary conduct, ethical disposition instillation, and management of persuasive administrative instruction (Cheruiyot, 2003).

## 1.4. The need for effective school governance and leadership

The principal serves as the axis around which many elements of the school revolve. Responsible for all aspects of the school's operation, both academic and administrative, the principal is required to make numerous decisions within the school (E. Gumus, 2009). Therefore, the head teacher must serve as a trustee, planner, and judge. Trusted school leaders utilize collaboration as a working method, establishing teams and small units of team members to consider suggestions and tactics (Z. Chen, W. Lam, & J. A. Zhong, 2007).

## 1.5. The need for effective school governance and leadership

The success of a school, like any other organization, relies on effective leadership (Hallinger & Heck, 1998). Consequently, schools require strong leadership to assess the quality of current education and prepare for the future generations (Fullan, 2001). Principals must demonstrate the ability to invest time in achieving excellence and imparting character to teach students to become responsible citizens (Denessen, 2016). Principals should be actively involved in management and leadership issues, as leaders of educational institutions do (Lok and Crawford, 2015).

### 1.6. The role of the principal as a key figure in the school

Competent school leaders consistently participate in programs aimed at improving school performance for all students. Schools should, at least in part, focus on selecting and retaining good instructors (Gregory, Eric, Stephen, and Rivkin, 2017). Ineffective leadership can have relatively large adverse effects on school performance (Robinson et al., 2009). This highlights the importance of school administrators, just like their teachers, being evaluated appropriately (Leithwood & Riehl, 2005).

Therefore, it is the responsibility of school leaders to become strong team players that influence the quality of instruction (L. D. Brenninkmeyer & J. P. Spillane, 2008). To work efficiently and effectively, school leaders must fulfill five roles {(J. Sun, X. Chen, and S. Zhang, (2017), (M. Noureen, N. H. Shah, and S. Zamir 2020)}. This includes planning (setting priorities, setting goals, and putting plans into action) (Hallinger, 2003), recruitment (finding the right teachers with the skills and expertise needed for organizational success) (Leithwood et al., 2004), organization (determining what to do collectively to achieve organizational goals, what tasks to perform, how to divide them, who to communicate with, and when to take action) (Fullan, 2001), management (tracking and reviewing performance to ensure expectations are met and achieved) (Robinson et al., 2009), and guiding (actively reacting after results are linked), future possibilities, justifying differences, and trying to improve productivity appropriately for teachers (Robbins et al., 2009; Silva, 2014).

Successful school leaders must be open to new ideas, adhere to their chosen perspectives, acknowledge setbacks, and be willing to justify their assumptions. Usually, he/she must answer questions about his assumptions. Must have theoretical thinking. He/she is professionally stable and good at networking (Leithwood 2004).

### 1.7. Objective and Significance of Study

The primary objective of this research is to investigate the perceptions of School Heads' roles in education, administration, and decision-making. School leaders play a pivotal role in shaping the educational institutions they lead. Their competencies, support, and interest in the education system, including faculty, students, parents, and teachers, are essential factors that contribute to effective governance and successful schools. This study is crucial for all stakeholders in the education system, as it provides valuable insights into the leadership qualities of school heads and their impact on school development.

## 2. Operational Definition of Administration and Administrative Styles

## 2.1. Administration

According to Mintzberg (1999), administration encompasses three essential components: the relationship aspect, the information aspect, and the basic administrative aspect. These components collectively facilitate the management of individuals, their activities, and their interrelationships within deliberately structured methodologies. In essence, administration involves coordinating and organizing people within an organization to achieve its goals effectively.

## 2.2. Administrative Style

Administrative style refers to a set of organizational practices and behaviors employed by leaders to influence their subordinates or individuals within the organization towards achieving common goals (Leithwood, 2004). As schools function as organizations, they may adopt various administrative styles, such as authoritarian, democratic, or laissez-faire (Leithwood & Jantzi, 1990). These styles significantly impact their survival and overall quality (Hallinger & Murphy, 1985). The choice of administrative style is a critical factor that determines the effectiveness and success of an educational institution (Leithwood et al., 1996).

## 2.3. Autocratic Style

Autocratic leaders exercise authority without considering the expectations and needs of their subordinates, often resulting in negative emotions, disengagement, alienation, and burnout among the staff. Research by Kars and İnandı (2018) found that the authoritarian behavior of school leaders reduces teachers' trust in the school's institutional structure. Additionally, studies have shown that autocratic leadership can lead to organizational silence and burnout among staff members (Ayan et al., 2016).

## 2.4. Democratic Style

The democratic style of authority involves engaging staff, parents, and other stakeholders in decision-making through consultation and consensus-building (Bass & Riggio, 2006). This consultative approach considers the input and expertise of various professionals both within and outside the organization (Leithwood et al., 1999). The democratic leader is open to multiple perspectives and ultimately makes decisions based on the collective wisdom of the stakeholders (Slezak, 2007). In the context of schools, the democratic head involves staff in the decision-making process, fostering a sense of ownership and empowerment.

## 2.5. Laissez Faire Administration

Laissez-faire management involves minimal intervention by leaders, granting employees autonomy in decision-making. This leadership style works well when the individuals being led are competent and motivated. In school settings, laissez-faire principals may delegate responsibilities without providing clear guidelines, leading to a lack of direction and inconsistency in organizational practices (Zvogbo, 2000).

## 3. The Role of Head Teacher in School Administration

### 3.1. Monitoring the teaching and learning process in schools

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One of the foremost responsibilities of school leaders is to monitor the teaching and learning process within the school. "Monitoring includes planned actions by managers to ensure that activities align with the set objectives." This involves setting goals at different levels - both at the school and national levels - and ensuring that they are consistently pursued in line with the established plan (Lydiah & Nasongo, 2009). Consequently, as the principal plays a pivotal role in the school, monitoring becomes a crucial tool for enhancing efficiency and improving the effectiveness of the implemented systems within the institution.

### 3.2. Balancing administrative and educational leadership roles

Moreover, empirical evidence suggests that head teachers invest a significant portion of their time dealing with administrative matters, despite the emphasis on the educational aspect of school leadership. Consequently, the role of the principal is predominantly perceived as that of an administrator (Judith, 2013). Elementary school principals, even after receiving in-service training for educational leadership roles, still dedicate approximately 62.2% of their time to administrative issues and only 11% to educational leadership matters.

### 3.3. Empirical evidence of the disproportionate focus on administrative issues

The principal assumes the role of the overall administrator of the school, overseeing and coordinating the entire school program (Leithwood et al., 2008). They bear ultimate responsibility for the performance, competence, and effectiveness of all school programs, including peer counseling initiatives (Hallinger, 2011). As school leaders, they serve as the key planners and managers of students' educational experiences, contributing significantly to their development in terms of knowledge, skills, personal qualities, thinking habits, decision-making abilities, and appropriate attitudes towards oneself and others (Leithwood et al., 2004). This preparation for adulthood is a critical aspect of their formative years (Mutondu, 2007).

### 3.4. The multifaceted role of the principal as overall administrator and educational leader

The principal's multifaceted role encompasses not only administrative tasks but also educational leadership, ensuring a balance between these aspects is crucial for the school's success (Hallinger, 2003). By fostering a favorable environment for both students and teachers, the head teacher can create a conducive learning atmosphere that supports academic growth and personal development (Leithwood et al., 2006). Additionally, the principal's ability to effectively manage administrative matters enables smooth operations within the school, leading to enhanced efficiency and overall effectiveness (Robinson et al., 2008). This combination of administrative acumen and educational leadership skills is instrumental in shaping a school's success and achieving strategic goals (Leithwood et al., 2004).

## 4. Gap Analysis

Based on the information presented in the introduction and subsequent sections, a gap analysis reveals a significant disparity in the balance between administrative and educational leadership roles performed by school heads. While effective school leadership should encompass both administrative tasks and educational leadership, the empirical evidence suggests that many school principals dedicate

a substantial amount of their time to administrative issues, leaving a relatively smaller portion for educational leadership matters. This imbalance raises concerns about the optimal utilization of a principal's potential to positively impact student learning outcomes and overall school development.

## 5. Problem Statement

The identified gap highlights the pressing issue of a skewed focus on administrative responsibilities over educational leadership in the role of school heads. Despite the pivotal role they play in shaping the educational institution, head teachers are often burdened with administrative tasks, leaving limited time and attention for educational leadership initiatives. This poses a challenge to the effectiveness and overall success of schools, as educational leadership is vital for fostering a conducive learning environment and ensuring student development.

The problem statement, therefore, revolves around the need to strike a balance between administrative tasks and educational leadership responsibilities for school principals. The question arises of how to optimize their role and ensure that school leaders can effectively fulfill both administrative and educational leadership functions. Addressing this issue is crucial for promoting better governance, enhancing student outcomes, and achieving the strategic goals of the education system.
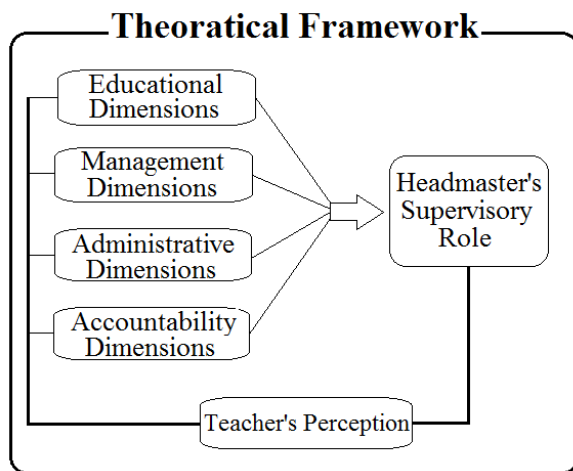


Figure 1. Theoretical framework of head teacher role.

## 6. Methodology

In this study, a quantitative research approach was employed to investigate the administrative styles of school administrators in District Nankana Sahib. The research focused on public-sector elementary schools in the three tehsils of the district, which amounted to a total of 144 elementary schools.

### 6.1. Sampling Procedure

For the purpose of quantitative data collection, a random sampling technique was adopted to select a representative sample of elementary schools from the district. Twenty elementary schools were randomly selected from the public-sector schools in District Nankana Sahib to participate in the study.

### 6.2. Sample Size

The sample size for this research consisted of 60 teachers from the selected elementary schools. From each of the twenty schools, three teachers were randomly chosen to be part of the data collection process. The inclusion of multiple teachers from each school allows for a more comprehensive understanding of the administrative styles prevalent in the district.

### 6.3. Data Collection Instrument

A five-point Likert scale was used as the instrument for data collection (Likert, 1932). The scale included five response options to measure the extent of agreement or disagreement with specific statements related to the administrative styles of school leaders. The scale and corresponding numerical values were as follows:

SA = Strongly Agree (5)

A = Agree (4)

UD = Undecided (3)

DA = Disagree (2)

SDA = Strongly Disagree (1)

The Likert scale was selected due to its ease of use and the ability to quantify responses, allowing for statistical analysis and comparison of results.

### 6.4. Data Analysis

The quantitative data obtained through the Likert scale responses were analyzed descriptively (Likert, 1932). Descriptive statistics were employed to summarize and present the data in a meaningful and understandable manner (Field, 2013). The responses from the teachers regarding their perceptions of the administrative styles of school leaders were computed and analyzed using measures of central tendency, such as mean and mode, as well as measures of dispersion, such as standard deviation.

Measures of central tendency, such as the mean, provide an average value that represents the overall tendency of the responses (Field, 2013). The mode, on the other hand, represents the most frequently occurring response among the teachers. Measures of dispersion, such as the standard deviation, provide information about the spread or variability of the responses (Field, 2013). A higher standard deviation indicates a greater variability in the responses, while a lower standard deviation suggests a more consistent pattern of responses.

By using these descriptive statistics, researchers can gain insights into the teachers' perceptions of the administrative styles of school leaders and understand the overall trends and variations in their responses.

### 6.5. Ethical Considerations

Ethical considerations were given due importance throughout the research process. Informed consent was obtained from all participants, ensuring their willingness to participate in the study. Participants

were informed about the purpose of the research, the voluntary nature of their involvement, and the confidentiality of their responses. Personal information of the participants was kept confidential, and all data were anonymized before analysis to maintain the privacy and anonymity of the respondents.

### 6.6. Limitations

As with any research, this study also had certain limitations. One limitation was the focus on public-sector elementary schools in District Nankana Sahib, which may limit the generalizability of the findings to private schools or schools in other districts. Additionally, the use of a Likert scale may lead to potential response biases, and the sample size may affect the generalizability of the results. However, despite these limitations, the research provides valuable insights into the perceptions of teachers regarding the administrative styles of school leaders in the district.

## 7. RESULTS AND DISCUSSION
### 7.1. Adequate Curriculum Supervision

The findings from this study indicate that most teachers (73.2%) strongly agree or agree that school leaders ensure adequate oversight of the curriculum (Table 1). This result suggests that school leaders play a crucial role in monitoring and supervising the curriculum, which is vital for the effective delivery of education. The principal's involvement in curriculum supervision can lead to a well-structured and coherent educational program, promoting student learning and development. This aligns with the research by Mahmood (1993), emphasizing the principal's significance in leadership and curriculum improvement. Principals who actively engage in curriculum supervision can identify areas for improvement, ensure alignment with educational goals, and promote innovative teaching approaches.

The reasoning behind the positive perception of school leaders' curriculum supervision may be attributed to their ability to create a supportive learning environment. Principals who actively engage with teachers in curriculum matters demonstrate their commitment to educational excellence, which, in turn, boosts teachers' confidence and motivation (Hattie, 2012). Moreover, when school leaders show interest and dedication to the curriculum, it reflects positively on the overall school climate and enhances teachers' professional development (Leithwood et al., 2004).

**Table 1: Head Teachers role in administration.**

| Questionnaire | SA %age | A %age | UD %age | DA %age | SDA %age | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|
| Head teacher adequately supervise the curriculum. | 16.6 | 56.6 | 10 | 13.3 | 3.3 | 3.71 | 1.01 |
| Head teachers provide instructional materials for teaching various subjects. | 36.6 | 38.3 | 1.6 | 15 | 8.3 | 3.81 | 1.31 |

| | | | | | | |
|---|---|---|---|---|---|---|
| The head teacher has sufficient teaching ability. | 40 | 53.3 | 0 | 1.6 | 5 | 4.25 | 0.90 |
| Head teachers ask for employee ideas and input into upcoming plans and projects. | 31.6 | 55 | 3.3 | 8.3 | 1.65 | 4.11 | 0.83 |
| Head teachers allow their employees to determine what needs to be done and how to do it | 18.33 | 61.6 | 6.66 | 8.3 | 5 | 3.81 | 1.0 |
| Head teachers motivate teachers, students, and support staff. | 41.6 | 41.6 | 11.6 | 5 | 0 | 4.22 | 0.83 |
| Decision making process by head teacher is consultative and inclusive. | 18.3 | 66.6 | 6.6 | 3.3 | 5 | 3.91 | 0.91 |
| Head teacher is always available in school. | 35 | 51.6 | 0 | 10 | 3.3 | 4.0 | 1.0 |
| Head teacher administration is the chief judge of the achievements of the members of the group | 30 | 55 | 6.6 | 8.3 | 0 | 4.0 | 0.83 |

## 7.2. Head Teacher Provides Instructional Materials for Teaching

Most respondents (75%) in this study agree that school leaders provide instructional materials for teaching (Table 1). This finding aligns with the research by Muthondu (2007), which highlighted the significant association between the role of school leaders and student academic performance. The provision of adequate instructional materials is essential for promoting effective teaching and learning practices. When head teachers prioritize the availability of teaching materials, it enhances teachers' instructional capabilities and enables them to create engaging and meaningful learning experiences for their students (Hattie, 2009).

The positive perception of head teachers providing instructional materials may be due to the positive impact it has on teacher motivation and job satisfaction. Principals who demonstrate a commitment to supporting their teachers with necessary resources create a conducive learning environment (Leithwood et al., 2004). Teachers who feel adequately equipped with instructional materials are more likely to be engaged in their work, resulting in improved student outcomes (Hattie, 2009).

## 7.3. Head Teacher's Sufficient Teaching Ability

A vast majority of respondents (93.3%) strongly agree or agree that school leaders have sufficient instructional skills (Table 1). This finding reflects the importance of head teachers possessing teaching ability, which helps them understand the challenges faced by teachers and provide meaningful support. The positive perception of head teachers' teaching ability may be attributed to their ability to relate to the teaching staff, offer valuable insights, and model effective instructional practices. Principals with sufficient teaching ability can effectively lead by example and build a culture of continuous improvement (Leithwood et al., 2004). When school leaders can demonstrate instructional competence, it fosters respect and trust among teachers, leading to a collaborative and supportive school environment.

Furthermore, principals with teaching experience can provide guidance to teachers, especially in implementing innovative teaching strategies and addressing student learning needs. Their ability to offer valuable insights based on their own teaching experiences can support teachers in their professional growth and enhance overall instructional practices (Hattie, 2009).

### 7.4. Head Teacher Considers Employees' Ideas for Upcoming Projects

Many respondents in this study agree that head teachers consider employees' ideas for upcoming projects (Table 1). This finding emphasizes the importance of participatory decision-making, where teachers' perspectives and ideas are valued in shaping school initiatives. When teachers are involved in the decision-making process, they are more likely to be invested in the successful implementation of projects. This aligns with the research by Marks and Printy (2003), emphasizing the importance of dialogue and decision-making with teachers to improve school performance. Principals who encourage and consider employees' ideas foster a culture of collaboration and creativity within the school community.

### 7.5. Head Teacher Motivates Staff and Students

A significant majority of respondents (83.2%) either strongly agree or agree that school leaders effectively motivate schoolteachers, students, and support staff (Table 1). This finding is crucial as motivation plays a pivotal role in creating a positive and productive school climate. Principals who inspire and motivate their staff can foster a sense of commitment and dedication among teachers, leading to improved teaching practices and student engagement. This aligns with the research by Ngala and Odebero (2009), which highlights the positive association between teachers' motivational practices and student outcomes. Principals should prioritize motivational strategies that recognize and celebrate achievements, promote professional growth, and create a sense of belonging within the school community.

### 7.6. Consultative Decision-Making Process by Head Teacher

Most respondents strongly agree or agree that school leaders prefer a consultative and inclusive decision-making process (Table 1). This finding reflects the significance of collaborative decision-making, where teachers' input is considered and valued. Principals who engage in consultative decision-making build trust and rapport with their teaching staff, leading to increased job satisfaction and commitment. This finding is consistent with the research by Mwangi (2009), emphasizing the role of principals engaging in dialogue and decision-making with teachers to improve school performance. A consultative decision-making process promotes shared ownership of school initiatives, leading to better implementation and higher levels of teacher satisfaction.

### 7.7. Head Teacher's Availability in School

The results show that most respondents (86.6%) either strongly agree or agree that head teachers are always present in school (Table 1). This finding is significant as the principal's regular presence and availability are essential for effective management and leadership. When the head teacher is consistently present, it promotes open communication, accessibility, and a sense of stability within the school community. Principals who are actively involved in the daily affairs of the school can address concerns promptly, provide support to teachers, and demonstrate their commitment to the school's mission and vision.

### 7.8. Head Teacher as the Chief Judge of the Achievements of the Members of the Group

A significant proportion of respondents (85%) strongly agree or agree that the head teacher serves as the chief judge of the achievements of the members of the group (Table 1). This finding reflects the recognition of the head teacher's role in evaluating and acknowledging the accomplishments of both students and staff. Principals who effectively recognize and celebrate achievements can foster a culture of excellence and continuous improvement within the school community. Acknowledging the efforts and successes of teachers and students can enhance morale, boost motivation, and create a positive learning environment.

Overall, the results provide valuable insights into teachers' perceptions of the role and effectiveness of school leaders in various aspects of school administration. The positive perceptions of school leaders' curriculum supervision, provision of instructional materials, motivational efforts, and participatory decision-making reflect the importance of effective leadership in fostering a positive and conducive school environment. The findings suggest that when school leaders actively engage with teachers and students, it positively impacts the overall school climate and student outcomes. The discussion highlights the significance of effective school leadership in promoting a collaborative and innovative school culture, ultimately leading to improved teaching practices and student performance. However, it is important to consider the limitations of the study, such as the context-specific nature of the findings and the sample size. Further research with larger and more diverse samples is necessary to gain a comprehensive understanding of the complexities of educational leadership and its impact on school outcomes.

## 8. Conclusion

This research aimed to examine the administrative relationship between teachers and the head teacher (principal) within educational institutions. The study found that principals play a crucial role not only as role models for students but also as leaders whom teachers should follow. In some cases, the principal may have been one of the longest-serving teachers and the oldest among the staff, while in others, a younger principal assumes the leadership position with the direct support of experienced teachers. Based on the findings, this study draws several significant conclusions. Firstly, most teachers in District Nankana Sahib had a positive attitude towards the head teacher's role in directing primary education, administration, motivation, and decision-making. The positive perception of school leaders' curriculum supervision, provision of instructional materials, motivational efforts, and participatory decision-making reflects the importance of effective leadership in fostering a positive and conducive school environment.

It is noteworthy that within our society, elders hold dominance, and as a result, teachers may show restraint and submissiveness while following the instructions and discipline of a younger principal/head teacher. However, this dynamic should not hinder effective leadership, as school leaders are expected to engage in participatory decision-making and prioritize the involvement of all stakeholders in school policy development and implementation.

## 9. Recommendations

Based on the study's findings, the following recommendations are proposed to enhance school leadership and administration:

Continuous Professional Development: School leaders, especially those who take on leadership positions at a young age, should undergo regular professional development programs to enhance their leadership skills and gain insights into effective educational practices.

Inclusive Decision-Making: Principals should adopt a democratic approach to decision-making, involving teachers and other stakeholders in the formulation and implementation of school policies. This participatory process can foster a sense of ownership and commitment among teachers, leading to improved school performance.

Supportive Learning Environment: Principals should prioritize creating a supportive learning environment where teachers feel valued, motivated, and empowered to contribute to the school's success. Providing necessary instructional materials and recognizing teachers' efforts can boost morale and enhance overall school climate.

Engage in Curriculum Supervision: School leaders must actively engage in curriculum supervision, identifying areas for improvement, and ensuring alignment with educational goals. Regular curriculum oversight can lead to better teaching practices and improved student learning outcomes.

Focus on Motivational Strategies: Principals should prioritize motivational strategies that recognize and celebrate achievements, promote professional growth, and create a sense of belonging within the school community. Motivated teachers are more likely to be engaged and committed to their work, positively impacting student outcomes.

Regular Presence in School: Principals should strive to be consistently present in the school to foster open communication, accessibility, and a sense of stability. Being actively involved in the daily affairs of the school enables timely intervention and support to teachers and students.

Further Research: To gain a more comprehensive understanding of educational leadership and its impact on school outcomes, further research with larger and more diverse samples is recommended. Additionally, exploring the influence of leadership styles and contextual factors on teacher perceptions would contribute valuable insights.

By implementing these recommendations, educational institutions in District Nankana Sahib and beyond can strengthen their leadership practices, improve teacher satisfaction and engagement, and ultimately enhance the overall quality of education and student success.

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