Perceived Effectiveness of Leadership Styles for Improvement in Public Schools of Punjab

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ARTICLE INFO	ABSTRACT
	School leadership is identified as a central point in the effectiveness of the school environment. School leaders work in instituting a learning climate in ways that assist a broad understanding of the effectiveness through the participation, learning, and achievement of students from diverse cultural and social backgrounds. There is little research about how a leadership role can assist in coping with the challenges varying according to contextual differences. Research under study furnished the reliance that different leadership styles can help to play a mediating role by carefully planning to overcome all pressure on transforming policy into practice to integrate values. Inferential statistics were applied using factor analysis, correlation, and multivariate regression. The research yielded five leadership styles that successful principals practiced: delegation, commanding, participative, cultural, and moral leadership styles. The commanding leadership style of principals is more effective in fixing responsibility to accountability, while the participative leadership style of teachers contributes to school improvement. However, a collaborative leadership style contributes to leadership effectiveness. The results indicate that a lack of leadership-oriented practices is still problematic for schools, and this challenge alone can negatively affect school improvement.

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INTRODUCTION

Leadership is the capacity to motivate and direct a group toward a common objective. It entails persuading people to collaborate and achieve common goals. In order to guarantee that all members of an organization or team are working towards the same vision and objective, effective leadership is essential (Northouse, 2019). Leaders may utilize several leadership styles to encourage and direct their followers. One form of leadership is autocratic leadership, in which the leader exercises entire authority and takes all decisions without consulting or engaging others. This technique is frequently employed in situations requiring swift decision-making, such as during a crisis (Northouse, 2021). In contrast, democratic leadership means including others in decision-making and encouraging cooperation and involvement. This method is good for fostering collaboration and establishing members' trust (Goleman et al., 2013). Transformational leadership is another kind of leadership in which the leader inspires and encourages followers to reach their greatest potential and work toward a common vision. This method fosters company innovation and creativity (Sibaweh & Yoseptry, 2023). On the other side, transactional leadership is a style in which the leader rewards or punishes followers based on their performance. This approach helps foster productivity and accomplish specified objectives (Aslam et al., 2019; Pashiardis et al., 2018).

Delegation is a leadership style in which the leader delegates tasks and duties to team members while keeping ultimate responsibility for the output. The leader empowers their team by delegating the authority to make decisions and autonomously execute tasks while offering direction and assistance as required. A delegation-based leadership style is an excellent method for increasing productivity and fostering team member growth. It enables the leader to concentrate on strategic decision-making and frees-up time to handle pressing concerns. In addition, it gives team members the opportunity to acquire new abilities, assume responsibility for their job, and increase their self-assurance (Certo & Certo, 2012). Leaders must have a thorough grasp of their team members' strengths, limitations, and growth requirements in order to delegate effectively. In addition, they must provide clear directions, deadlines, and expectations for the given assignment. Communication is essential to ensuring that team members comprehend their roles and have access to the tools and assistance they require to succeed (Zulaiha et al., 2020).

A commanding leadership style is one in which the leader takes charge and makes decisions without asking team members for input. The leader sets goals, gives clear instructions, and keeps a close eye on team members to ensure they are doing what they should do. This leadership style works best when a decision needs to be made quickly or when there is a clear hierarchy and line of command (Northouse, 2019; Parveen, et al., 2022). On the other hand, a commanding style of leadership can make team members not trust or respect you, which can hurt morale and

productivity. In addition, it can stop people from coming up with their own ideas and solutions, which can kill creativity and innovation (Goleman, 2000). Even though a commanding leadership style may be right in some situations, leaders need to mix it up with other styles to make the workplace more open and collaborative.

Participative leadership, also called democratic leadership, is a style of leadership in which the leader includes team members in making decisions. The leader cares about what the team members have to say and encourages open communication, teamwork, and making decisions together. This leadership style works best when team members have a lot of expertise and knowledge, and their ideas are important for the organization to reach its goals (Khassawneh & Elrehail, 2022).

Cultural leadership styles and moral leadership styles are two different ways to lead. The cultural leadership style focuses on making an organization's culture one that values and includes people from different backgrounds. The leader works hard to make the workplace a place where people from different backgrounds, cultures, and points of view are respected and celebrated. This leadership style works best when the group is diverse, and the leader wants to make the workplace welcoming to everyone (Goffee & Jones, 2010). On the other hand, a moral leadership style aims to create a workplace where ethical decision-making and values are emphasized. The leader acts morally, and he/she encourages team members to do the same. Sultana et al., (2022) expressed that this leadership style works best when making ethical decisions is important to the success and reputation of the organization. Both cultural leadership and moral leadership require leaders to be deliberate and consistent in how they lead. Leaders must show their team members the values and actions they want them to have, and they must also work to create an environment that supports these values. Communication is also important to ensure that everyone on the team knows the organization's culture and values and feels supported in upholding them.

Educational leaders such as principals, teachers, and administrators significantly influence the learning environment and student results. They are responsible for designing and executing school policies, managing school resources, and fostering an inclusive and good school culture. Their combined strength may devise any policy and focus on improving quality education, which is a cornerstone of every prosperous community (Kliewer & Ndirangu, 2019; Khushik & Diemer, 2018; Khaki, 2009).

Principals are the school's primary leaders and are responsible for managing the school's general management and administration. They are accountable for establishing objectives, executing policies, and fostering a safe and happy learning environment for students (Ndungu et al., 2015). Teachers are responsible for providing excellent education, monitoring student achievement, and fostering a happy and inclusive learning environment. They are crucial to their pupils' academic and personal development and are responsible for designing interesting and challenging learning environments (Amrhein et al., 2019). Administrators, such as district-level and tehsil-level officers, supervise many schools and ensure the efficient implementation of district-wide regulations. They play a crucial role in providing administrators and teachers with the resources and assistance they need to meet the requirements of their pupils (Kliewer & Ndirangu, 2019; Parveen et al., 2022).

The education system in Pakistan is an aggregation of multiple issues like gender discrimination, poor quality education, inconsistent policies, and high dropout rates (Batool et al., 2022). A sustainable and progressive society demands children be prepared for future challenges and market demand, especially after the COVID-19 pandemic (Kasim, 2022). To cope with these challenges, we require a systematic approach to promoting peace and global citizenship, which is dependent on leadership skills (Katsigianni & Ifanti, 2021; Khatete, 2020). In Pakistan, there is an exigency to reconstruct existing education policies to achieve national priorities and the global objectives committed during the Paris Summit 2015 to accomplish "Sustainable Development Goal 4: providing quality education (Chaudhry & Tajwar, 2021). Pakistan is continuously reforming its education system. Focus is paid to improving access, governance, and leadership, which make a difference in improving learning in school (Kasim, 2022; Parveen, et al., 2021). The things that demand clarification are just how much leadership matters and how important these efforts are for students' lifelong learning. Moreover, how different leadership traits are required to cope with the challenges each school is facing differently. Therefore, the study is formulated to probe the leadership practices, institutional arrangements, and physical quality education in line with best international practices and national commitments.

LITERATURE REVIEW

A definition was provided in keeping with the commonly used concept of leaders and leadership in the educational system. It is defined as a process of inspiring and encouraging people to achieve communal aims and objectives that can be included and removed depending on the scenario (Malik & Azmat, 2019). Over time leadership action has been changed according to need. "Autocratic leadership has been replaced with the transformational leader, charismatic leader, democratic/participative and transactional leadership" (Alam, 2017 p.73). These approaches have their strengths and weaknesses (Hutt & Polikoff, 2020). Putting forward democratic and collaborative leadership styles cope according to the growing needs of schools in using personal and professional abilities

(Rehman et al., 2021). Khalil et al. (2016) mentioned that transactional leadership is gaining more popularity than transformational leadership style in school management. Singh et al., (2021) explored that school heads and teachers experience facilitation in democratic leadership style in the learning process as they perceive it easy to template it according to circumstances. It becomes effective in producing a positive learning atmosphere in schools.

Similarly, the Integration of ICT is another challenge for school leaders. Effectiveness is required to perform the role of change agent to facilitate school staff's use of ICT in the teaching-learning process to make them effective leaders (Genlott & Grönlund, 2016; Sherman et al., 2010). However, Jogezai et al. (2021, p,72) remarked that integration of ICT is "still in its infancy" in Pakistani schools. It is evident from teachers' perspectives that its use is very influential in the effective learning process of students (Abbas et al., 2023; Jogezai et al., 2021).

However, growing interest is evident among researchers in multiple leadership styles in school systems according to the demand of the new era (Hallinger et al., 2020). Some of the studies organized in Pakistan concluded that principals in Pakistan have fewer leadership skills than management skills. Teachers' opinions are also not considered while considering the leadership traits of school heads. Further, limited empirical work on educational leadership in Pakistan is evident. Even though there are no specific criteria for selecting school principals, they are selected only based on the promotion system, neglecting the leadership diploma or course requirements. This negatively impacted the efficiency and quality of the educational system (Batool et al., 2022).

Leadership styles observed in public School teachers in Pakistan were categorized into transactional and transformational leadership styles. According to the transactional leadership philosophy, managers offer people what they want in exchange for gaining something else (Batool et al., 2021). While the culture of accountability, ownership, and workplace autonomy can empower employees to accept change through transformational leadership (Anderson, 2017).

Some researchers, Batool et al., (2022) and Uslu (2019), explained that no single style works well in every context. When utilized interchangeably, these tools offer positive results while considering the unique circumstances and people you are interacting with. School being observed a place effected by various variables. Pashiardis & Brauckmann (2019) devised a holistic leadership framework that would serve as a focal point for the multi-level factors that may affect school function differing in contextual variables. This framework necessitates five leadership styles that school principals are likely to practice in their workplace: instructional, structuring, participative, entrepreneurial and personnel development.

This framework's advocates admitted that school leaders do not work in a vacuum. On the contrary, their work greatly depends on their perceptions of the particular situation in which they work (Pashiardis & Brauckmann, 2019). The situation can be divided into system-level variables and school-level variables. Furthermore, intermediate school variables, including learning atmosphere, personal orientation, job satisfaction, and parental involvement, affect the final school outcomes (Brauckmann & Schwarz, 2015).

Leadership style is an important factor in determining organizational performance and employee job satisfaction. There are several leadership styles, such as delegating, participatory, cultural, and moral, each having its own set of traits and effects on employees' perceived effectiveness. Delegation leadership entails assigning team members duties and responsibilities, giving them autonomy, and holding them accountable for their performance. According to Anastasiou & Garametsi (2021), delegating leadership styles favorably influence work satisfaction, employee motivation, and organizational commitment. According to the study, employees who saw their leaders as competent delegators were happier with their positions and more devoted to the firm.

A commanding leadership style is a directed leadership style in which the leader takes charge and makes choices without consulting team members. According to a study conducted by Tahir (2015) authoritative leadership styles have a detrimental influence on work satisfaction and staff commitment. According to the study, employees who regard their bosses as controlling and authoritarian are more likely to be dissatisfied with their positions and less devoted to the firm.

Participative leadership entails incorporating team members in decision-making, encouraging teamwork, and promoting shared decision-making. According to Abdullahi et al. (2020), the participatory leadership style favors work satisfaction and organizational commitment. According to the research, employees who see their leaders as incorporating them in decision-making and valuing their feedback are more content with their work and more dedicated to the firm.

Cultural leadership aims to foster an organizational culture that promotes diversity and inclusion. Elsbach & Stigliani (2018) discovered that cultural leadership style had a beneficial effect on work satisfaction and organizational commitment. According to the research, employees who see their leaders as supporting diversity, accepting other opinions, and valuing cultural differences are more content with their work and more dedicated to the firm.

Moral leadership promotes an environment of integrity, honesty, and responsibility by emphasizing ethical decision-making and ideals. Aristana et al. (2023) discovered that moral leadership style had a beneficial effect on work satisfaction, employee motivation, and organizational commitment. According to the study, employees who see their leaders as modeling ethical behavior and fostering ethical decision-making are more content with their work and more devoted to the firm. According to the research, different leadership styles have diverse effects on employees' perceived effectiveness, job happiness, and organizational commitment. Effective delegation and participatory, cultural, and moral leadership styles are linked to favorable employee results, but domineering leadership styles may harm staff morale and commitment (Aristana et al., 2023).

Many models are used to evaluate any program and policy. CIPP evaluation model developed by Stufflebeam and Shinfield in 1985 has been successfully used to evaluate in practice educational policy Punjab School Reforms Roadmap together holistic leadership framework to find out the leadership styles of elementary school principals as perceived by teachers (Amrhein et al., 2019). Here CIPP stands for context, input, process, and product. The evaluation framework constructed by following CIPP was used to evaluate the objectives of the Punjab Government's policy related to school improvement, which cannot be achieved without leadership. (Kasim, 2022; Brauckmann et al., 2016). The evaluation framework also helps us know the teaching and learning environment and its relevant needs in various schools in order to express leadership differences within different educational backgrounds. This framework necessitates five leadership styles that school principals are likely to practice in their workplace. Keeping in view this definition, five styles were distinguished, namely delegative, commanding, participative, cultural, and moral leadership styles. Here CIPP and Holistic Leadership Framework are consolidated to understand better the policy (Roadmap) and Leadership (principals) impact on school improvement. School leaders work to institute a learning climate in ways that assist a broad understanding of the effectiveness through participation, learning, and achievement of students from diverse cultural and social backgrounds (Brauckmann et al., 2016).

Table 1: CIPP Evaluation Model Incorporated into Holistic Leadership Framework

CIPP Evaluation Model Incorporated into Holistic Leadership Framework			
Context	Input	Process	Product
Content Variables	Holistic Leadership Framework	Intermittent School Variables	Dependent Variable
System Level Variables • **Aims and objectives of LND drive** • **Decision Making** • **Authority** • **Autonomy** **Patterns of Monitoring/ Evaluation & Accountability Settings** • **Monitoring practices** • **Evaluation culture** **School Level Variables** • **School size** • **Location** • **School resources** • **Community**	**Perceived Leadership Styles** • Delegative Leadership Style • Commanding Leadership Style • Participative Leadership Style • Cultural/Collaborative Leadership Style • Moral Leadership Style	• Professional attitude • Personal achievements • Evaluation and feedback practices • Teachers' commitment to school • Learning Climate • Teacher student interaction • Parental involvement • Community engagement	Student Outcomes • Students' academic achievement (LND Results) TL Environment • Proper classrooms • of facilities • Provision & use of modern equipment (Tablets & other IT facilities)

Source: (Brauckmann et al., 2016)

In light of the aforesaid, this study investigates the perceived effectiveness of delegation, commanding, participative, cultural, and moral leadership styles for school improvement in Punjab public schools with the following research questions:

1. Which leadership styles are in practice in public schools in Punjab?
2. Which leadership style has been perceived as effective in achieving school improvement?
3. Whether leadership contributes to school improvement or not?

RESEARCH METHODOLOGY
This study was completed under a correlational research design in which quantitative data were gathered with researchers' help and developed a closed-ended survey questionnaire using a five-point Likert scale as favored by

Hirose and Creswell (2023). The questionnaire was validated by experts, and pilot testing was conducted for its reliability which appeared as (α=.84). All the elementary schools' teachers and principals working in public schools of the Punjab Province was the population of this study. Using cluster sampling, 400 schools were selected from three districts named Chakwal, Sheikhupura, and Rajan Pur, while 1500 teachers & principals were selected from sample schools with simple random sampling. The survey questionnaire was developed in Google Forms as this source of data collection was also authenticated by many researchers (Zuyyinasyam et al., 2023; Padala et al., 2020). The Google Forms link was shared with sampled teachers and head teachers, and 1220 teachers and head teachers responded to the research study. After data collection, exploratory factor analysis and correlation matrix was used to measure the strength of the correlation between survey question scores. Moreover, multivariate stepwise regression analysis was performed to check the strength of each factor.

FINDINGS

Factor Analysis of Teachers' Data

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.839	48

Table 2 shows the reliability of the research instrument. The reliability of the questionnaire was found to be 0.839 for 48 items. "Kaiser-Meyer-Olkin Measure of Sampling Adequacy" was applied after calculating Cronbach Alpha.

Table 3: Exploratory Factor Analysis of School Improvement and Leadership Style

No.	Scales	N of Item	Mean	Variance	Std. Deviation	Alpha
1	Responsibility Accountability	4	12.3385	6.700	2.58842	.585
2	Leadership Style	24	95.5852	74.781	8.64761	.891
3	Leadership Style (Delegative)	4	16.1303	3.789	1.94643	.608
4	Leadership Style (Commanding)	5	19.8303	3.398	1.84330	.595
5	Leadership Style (Participative)	7	27.3598	9.496	3.08148	.748
6	Leadership Style (cultural)/ Collaborative	4	16.1762	3.366	1.83466	.712
7	Leadership Style (Moral)	3	16.1213	3.314	1.82050	.592
8	Leadership Style Effectiveness	3	15.5844	5.626	2.37196	.634
9	Whole School Improvement	6	24.1762	6.554	2.56004	.654
10	Barriers to Improvement	6	21.3344	11.570	3.40144	.631

Table 3 shows the Exploratory Factor Analysis (EFA) yielded ten factors. For this purpose, Principal Component, factoring extraction method, and Varimax rotation with Kaiser Normalization were used based on the common factor model. EFA is used when data has many variables to assess (48 in our case). Moreover, a strong need exists to relate them with unobserved or latent variables (Cox & Mullen, 2023). Several well-recognized criteria suggesting reasonable factorability were used for the extraction of factors; 1) it was observed that all items to be included in a factor correlation value is 0.463 or more with at least one other item, 2) the KMO is above 0.6, and 3). Moreover, Bartlett's Test of Sphericity is significant. Most of the rotations converged in 3 iterations.

Table 4: Correlation Matrix representing Comparison between Teachers and Principals

	Responsibility	Style	Effectiveness	Improvement	Barriers
Responsibility to Accountability					
Principals	1	.216**	.065*	.210**	-.122**
Teachers	1	.181**	.117**	.256**	-.151**
Leadership Style					
Principals		1	.479**	.481**	.004
Teachers		1	.609**	.452**	.007
Leadership Effectiveness					
Principals			1	.336**	.126**
Teachers			1	.469**	.047
Whole School Improvement					
Principals				1	.020
Teachers				1	.010
Barriers to Improvement					
Principals					1
Teachers					1

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

The findings reflected a moderate positive correlation between leadership styles and school improvement; the response given by principals was stronger than the teachers. Leadership effectiveness was found to be correlated with school improvement as well. The principals' response was weaker than the teachers' in this case. A negative correlation was found between responsibility for accountability and barriers to improvement, meaning that the more the leaders would take responsibility for accountability, the lesser the barriers to improvement. Though the correlation is weak, it is significant at the 0.01 level.

Table 5: Multiple Linear Regression using Stepwise method

Model		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)		29.182	.000					
	Participative	.356	12.037	.000	.356	.356	.356	1.000	1.000
2	(Constant)		20.833	.000					
	Participative	.266	8.489	.000	.356	.260	.245	.848	1.179
	Leadership Effectiveness	.232	7.431	.000	.336	.229	.214	.848	1.179
3	(Constant)		18.647	.000					
	Participative	.239	7.669	.000	.356	.236	.218	.828	1.207
	Leadership Effectiveness	.201	6.400	.000	.336	.199	.182	.820	1.220
	Moral	.164	5.514	.000	.272	.172	.157	.913	1.096
4	(Constant)		18.909	.000					
	Participative	.140	3.888	.000	.356	.122	.109	.607	1.647
	Leadership Effectiveness	.217	6.971	.000	.336	.216	.195	.812	1.231
	Moral	.161	5.498	.000	.272	.172	.154	.912	1.096
	Commanding	.178	5.357	.000	.300	.167	.150	.714	1.401
5	(Constant)		17.748	.000					
	Participative	.090	2.424	.016	.356	.077	.067	.557	1.795
	Leadership Effectiveness	.180	5.680	.000	.336	.177	.157	.763	1.311
	Moral	.160	5.517	.000	.272	.172	.153	.912	1.096
	Commanding	.157	4.746	.000	.300	.149	.132	.701	1.426
	Delegative	.154	4.662	.000	.345	.146	.129	.706	1.417
6	(Constant)		16.345	.000					
	Leadership Effectiveness	.039	.991	.322	.356	.031	.027	.486	2.057
	Moral	.150	4.580	.000	.336	.144	.126	.711	1.406
	Commanding	.151	5.234	.000	.272	.164	.144	.906	1.104
	Delegative	.179	5.341	.000	.300	.167	.147	.679	1.473
	Leadership Effectiveness	.132	3.969	.000	.345	.125	.109	.683	1.463
	Collaborative	.126	3.603	.000	.330	.114	.099	.621	1.610

Table 5 shows that Participative leadership style was singularly responsible for 36% of the variance in whole school improvement (r=.356; P =.000). Model 2 explicated that participative leadership style and leadership effectiveness collectively influenced 50% of the variance in whole school improvement (participative: r=.266, P=.000; leadership effectiveness: r=.232, P=.000). Model 3 explained that participative style, leadership effectiveness, and moral leadership style were collectively responsible for 60% variation in whole school improvement. (Participative: r=.239, P=.000; leadership effectiveness: r=.201, P=.000, moral: r=.164, P=.000).

Model 4 explained that participative, leadership effectiveness, moral, and commanding collectively influenced 70% of the variance in whole school improvement (participative: r=.140, P=.000; leadership effectiveness: r=.217, P=.000, moral: r=.161, P=.000; commanding: r=.178, P=.000). Model 5 explained that participative, leadership effectiveness. Moral, commanding, and delegative leadership collectively influenced 74% of the variance in whole school improvement (participative: r=.090, P=.000; leadership effectiveness: r=.180, P=.000, moral: r=.160, P=.000; commanding: r=.157, P=.000; delegative: r=.154, P=.000).

Model 6 illustrated that leadership effectiveness, moral, commanding, delegative, leadership effectiveness and collaborative collectively influenced 0.78% of the variance in whole school improvement (leadership effectiveness: r=.039, P=.000; moral: r=.150, P=.000, commanding: r=.151, P=.000; delegative: r=.179, P=.000; leadership effectiveness: r=.132, P=.000; collaborative; r=.126, P=.000).

FINDINGS & DISCUSSION

This study has found that five leadership styles emerged, namely delegation, commanding, participative, cultural, and moral, which were in the practice of principals in public elementary schools of Punjab. Pearson product-moment correlation was applied to all the extracted factors. Results showed that the leadership of principals was very effective for school improvement. The commanding leadership style of principals is more effective in fixing responsibility to accountability. The participative leadership style contributes to school improvement. A collaborative leadership style is also contributing to leadership effectiveness. According to the stepwise multiple linear regression model, moral, commanding, and delegative leadership styles collectively influenced 74% of the variance in whole school improvement. Principals with leadership qualities overcome all other variables/ hurdles for school improvement and quality education.

Responsibilities assigned to principals are representative of the hierarchical system to keep staff engaged and making decisions. The recent demand for educational reforms forced managers to devise their leadership practices in such a way as to achieve defined targets with democratizing and shared participation. Findings illustrate that

although authoritative leadership style is suitable for accountability for improvement, there is a need for a shift towards a participative leadership style. The ultimate aim of accountability is also to ensure school improvement. Other studies highlighted that school-level influence leadership practices. In the case of elementary schools, there are more challenges for heads. In the research under study, almost all elementary school principals were also class teachers.

The result findings are also in line with Cox & Mullen (2023), who observed that principals in elementary schools face more instructional issues than in secondary schools (Aslam et al., 2019; Ndungu et al., 2015). As the role of principals had evolved, there is a need for the terms and conditions for the post of principals to be revised. While formulating school leadership policy, contextual factors should also be considered that different schools need other leadership practices.

The resulting finding revealed that principals have become more pivotal in school improvement, as Batool et al. (2021) and Noman & Gurr (2020) reported. The responses expressed by the principals and teachers sound quite accorded with the notion that principals administer different roles at different time intervals (Singh, 2021). At the same time, the principal is the manager and administrator, instructional leader, pedagogical leader, curriculum leader, and coach at different times of the day. For instance, when they ensure a schedule, they follow set rules and norms, which concern an autocratic leadership style (Bass, 1990; Kingdon et al., 2014).

Similarly, while decision-making about some school issues, they demonstrate a democratic or participatory leadership style. It was observed that when a principal is performing the role of a leader, a conducive work environment is created in the school, and a small gap exists among teachers, academic coordinators, and principals of the school, as already mentioned by Hallinger et al. (2020) and Northouse (2021). There is a frequent exchange of information and feedback among these entities, and ultimately, learning is evident between teachers and students. Moreover, due to involvement in the decision-making process, teachers come across to feel a kinship to planned activities.

CONCLUSIONS

It was concluded that no single leadership style works in all situations, as there was a wide range of contextual differences. Successful principals use different leadership styles according to needs and situations. Five leadership styles were in practice in Punjab: delegation, commanding, participative, cultural, and moral. This study has revealed that schools where principals have leadership qualities, overcome all other factors/hurdles in school improvement and quality education. In the presence of fixed rules and regulations, principals with leadership qualities find means to manage according to the community's local needs. Moreover, there is a conducive learning environment. It has also concluded that the principal delegates duties to other staff members, and this joint effort enhance achievements.

FUTURE IMPLICATIONS

It was concluded that principals perform the manager's duty to run the school's affairs daily; this can be beneficial for obtaining short-term objectives. For change and sustainability, principals may be trained as leaders. A significant improvement in teaching and learning culture was observed in schools where principals played leadership roles well. Work was not considered a burden; staff members demonstrated passion and devotion. That is why principals should work as school leaders instead of a manager. There may be specific criteria for selection for the post of principal with specific qualifications in leadership and management. Leadership diplomas may be mandatory. Moreover, experience and knowledge had major contributions to developing perceptions. Updated leadership training may be imparted regularly, annually, or biannually to enhance learning. Conditions essential for leadership practices like autonomy for decision making, availability of updated appropriate facilities, and provision of funds for maintenance may also be ensured to sustain over time. It was evident schools where principals had leadership abilities performed in the best way, even with a paucity of the resource.

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