

TEACHERS' PERCEPTIONS OF NEWLY INDUCTED SECONDARY SCHOOL HEADS' LEADERSHIP STYLES AND THEIR PERCEIVED INFLUENCE ON PMIU SCHOOL PERFORMANCE INDICATORS

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ABSTRACT

This descriptive survey research examined teachers' perceptions of the leadership styles of newly inducted secondary school heads (with less than seven years' experience) and their perceived influence on PMIU school performance indicators. The study was conducted in two districts of Punjab, Pakistan: Nankana Sahib and Sheikhpura. Ten secondary schools were selected through simple random sampling. A sample of 136 teachers (from a population of 277) was drawn using an online sample size calculator (95% confidence level, 5% confidence interval). Data were collected using a structured five-point Likert scale questionnaire and analyzed through SPSS, employing frequencies, percentages, means, standard deviations, weighted scores, and rank ordering. Findings indicate that teachers perceived newly inducted heads as displaying effective communication skills (highest-ranked behaviour), followed by decision-making freedom and democratic approaches. However, authoritarian behaviours including authority misuse, reserved decision-making, and dictatorship were also reported, suggesting mixed leadership patterns. Teachers strongly perceived school leadership as associated with improvements in building security, infrastructure, teachers' attendance, students' attendance, academic results (BISE and PEC), security management, horticulture practices, class management, enrollment, and co-curricular activities. The study concludes that participatory, communicative, and ethical leadership practices may support better school management and perceived school performance, though actual PMIU performance records were not analyzed. The findings highlight the need for targeted leadership training and mentoring for newly appointed school heads to foster effective, ethical, and collaborative leadership practices.

Keywords: School Leadership, Leadership Styles, Secondary School Heads, Teacher Perceptions, PMIU Indicators, School Performance, Punjab Education, Newly Inducted Heads, Descriptive Survey Research.

1 INTRODUCTION

School leadership is becoming a key factor in determining school functionality, teacher effectiveness, and institutional improvement. The role of school heads in secondary schools is one of pivotal administrative and instructional leadership that goes beyond the ordinary management to teacher motivation, supervision, decision-making, discipline management, attendance monitoring and compliance with national performance standards (Schildkamp, 2019). In contexts with limited resources for education and growing institutional accountability systems, the quality of school leadership has an obvious impact on school climate, teacher commitment and achievement of institutional goals (Raman et al., 2019).

There are two different ways of selection of the heads of secondary schools in Pakistan, one is departmental promotion of the experienced teachers and the other is the selection by the Punjab Public Service Commission under School Education Department. Newly appointed school leaders (those with less than seven years' experience) are a key population for research into education, as they face a transition from teaching to leading, coupled with a range of institutional, accountability and stakeholder expectations that are often complex and challenging (Barbieri et al., 2019). Their ability to set up effective leadership patterns, to

communicate effectively with teachers, to delegate and distribute tasks, to maintain discipline and to coordinate school activities with indicators of performance have a significant impact on the functioning of the school and the improvement perceived by them.

The Performance Management and Information Unit (PMIU) monitoring is a very critical system to monitor school improvement in the state of Punjab. This includes various performance parameters such as infrastructure development, academic performance (Pakistan Examination Commission (PEC) performance, Board of Intermediate and Secondary Education (BISE) performance), security management, building safety, horticulture practices, class management, student and teacher attendance, enrollment rates and co-curricular activities (Mbiti, 2016). School leaders are accountable for the monitoring of progress against these indicators and show accountability in PMIU reports. The impact of various leadership styles of newly inducted heads on the perceived effect on these diverse performance indicators, however, has not been explored well in the context of Punjab.

Teachers are the main beneficiaries of leadership and the key actors of school policies and provide important perceptions on how leadership behaviours affect institutional functioning and performance. The way they view leadership styles—communicative and democratic, authoritarian and directive, and transformational and supportive—influences how they think school leaders support (or hinder) their school's efforts to meet organizational goals (Smith & Benavot, 2019). Even prior to establishing causal relationships via rigorous inferential analysis, descriptive perception-based research can offer valuable baseline evidence about what leadership behaviours teachers link to positive school functioning and performance improvement.

1.1 Research Gap

The existing literature covers a general discussion of school leadership and school performance but there is little local evidence regarding newly inducted secondary school heads' perception of school performance indicators from the perspective of PMIU and their leadership style in Punjab, Pakistan. There has been no systematic study to date on whether teachers view these leadership styles as more democratic, autocratic, transformational, transactional or blended. In addition, there is a lack of knowledge among teachers regarding the relationship of individual leadership behaviours with the observed changes in the various indicators of PMIU which form the school performance framework in Punjab. This study aims to fill this gap by presenting descriptive evidence of teachers' perception of how the newly inducted heads have led the school as well as the association they perceived between the leadership style and school performance indicators.

1.2 OBJECTIVES OF THE STUDY

- 1.To examine teachers' perceptions of the leadership styles of newly inducted secondary school heads in Nankana Sahib and Sheikhpura districts.
- 2.To identify the most commonly perceived leadership behaviours among newly inducted secondary school heads through ranked analysis of teacher responses.
- 3.To analyze teachers' perceptions regarding the association between leadership styles and PMIU school performance indicators.
- 4.To rank PMIU school performance indicators according to the extent to which teachers perceive them as being influenced by school head leadership practices.
- 5.To provide evidence-based recommendations for leadership development, training, and mentoring practices that may support improved school management and performance monitoring in Punjab secondary schools.

1.3 RESEARCH QUESTIONS

1. How do teachers perceive the leadership styles of newly inducted secondary school heads in Punjab?
2. What are the most frequently observed leadership behaviours of new secondary school heads?
3. What is teachers' perception of school heads' leadership styles and PMIU school performance indicators?
4. What are the most strongly perceived school performance indicators that are affected by school head leadership practices according to teachers' perspectives in the PMIU schools?
5. What leadership practices can be used to support the management of the school and alignment with the school performance indicators of the PMIU?

2 REVIEW OF LITERATURE

2.1 Concept of School Leadership

School leadership is the process through which the head and other education leaders set a direction, inspire their people, help to bring about change and orchestrate the activities of their school to attain educational goals (Ashiq et al., 2019). Informed school leadership encompasses several aspects such as visionary direction setting, instructional support, supervision, resource management, community engagement, and monitoring for accountability. School leaders have a key responsibility to provide the school with a positive culture, teacher professional development, student learning, and institutional systems that promote school performance improvement (Barbieri et al., 2019). In developing country settings, institutional capacity can be constrained, and accountability systems are still in the process of being established, thus requiring school leaders to perform in the short-term while simultaneously achieving progress on externally-defined measures.

Leadership is not a single dimension; it involves a range of behaviours and styles which school leaders employ in response to the contextual demands, staff expectations and school goals. It is more and more understood that the key components of effective school leadership involve a variety of skills: communication, delegation, ethical decision making, conflict resolution, teacher motivation and data-informed decision making (Smith & Benavot, 2019). Furthermore, teachers' perception of leadership significantly influences their work motivation, organizational commitment, and willingness for implementing institutional reforms (Barbieri et al., 2019). From this perspective, an understanding of teachers' perceptions of the leadership behaviours of the school head will offer useful insights into the climate leaders are creating and the potential effectiveness of their practices.

2.2 Leadership Styles in Educational Institutions

There are several main leadership style frameworks identified in research in educational leadership that outline how leadership, or school leaders approach their role and how they interact with staff. Among these are democratic or participatory leadership, autocratic or authoritarian leadership, laissez faire or passive/delegative leadership, transformational leadership and transactional leadership (Feijó et al., 2019). There are different assumptions about motivation, decision-making, communication and the leader/follower relationship in each style.

Democratic and Participatory Leadership focuses on collective decision-making, problem-solving and teacher participation in school planning and policy making. Democratic leaders listen to teachers, give them many responsibilities, and have ways to effectively communicate with teachers to ensure their voices are heard (Smith & Benavot, 2019). Democratic leadership

styles have been linked to increased teacher motivation, organizational commitment, and school cultures characterized by collaboration (Raman et al., 2019).

Autocratic and Authoritarian Leadership focuses on the head of the school, gives limited authority to teachers to participate in school governance, and uses directive communication and compliance-based authority. Authoritarian leadership can be helpful in crisis situations in providing clear directions and quick decision making, but it can also stifle teacher initiative, motivation and foster hierarchical cultures that can prevent innovation and collaborative problem-solving (Feijó et al., 2019).

Transformational Leadership is a leadership style that emphasizes inspiring teachers, articulating a compelling vision, modeling ethical behavior, and intellectual stimulation and individual consideration (Bahzar, 2019). Transformational leaders inspire with charisma, set high expectations and foster teacher development and growth. This style has been linked with higher levels of teacher engagement, school climate, and student learning and school effectiveness (Barbieri et al., 2019).

Transactional Leadership works on a reward and punishment basis, setting clear expectations, giving feedback and accountability to staff for their performance, and providing rewards as incentives. Although transactional methods could be used to define roles and ensure accountability, they could not provide a long-term motivation to try to do more than is required by the contract and hence may not provide discretionary effort (Thannimalai & Raman, 2018). Laissez-faire or Passive Leadership offers little guidance, little involvement in teacher performance problems, and little accountability or oversight in decision making. It is a style associated with the lowest level of institutional effectiveness and is the least effective for school improvement (Feijó et al., 2019).

2.3 Teachers' Perceptions of School Leadership

The perception of school leadership that teachers have is influenced by their interactions with school leaders on a daily basis, the actions that school leaders enact, and the school climate that school leaders establish. Leaders' perceptions play a significant role in how they define leadership efficacy and their commitment to school improvement efforts (Barbieri et al., 2019). Importantly, teacher perceptions are not objective measures of the effectiveness of leadership, but rather subjective experiences and influenced by the individual teacher's expectations, professional values and previous experiences of leadership.

The findings from the study on teacher perceptions indicate that the school leaders who value them and involve them in decision-making; those who are concerned about their professional growth and those who establish supportive work environments are valued by teachers (Raman et al., 2019). In addition, leaders who behave themselves ethically, show consistency between their values and actions, and demonstrate competence in regard to instructional leadership are also well-received by teachers (Bahzar, 2019). On the other hand, teachers say that authoritarian, inconsistent, ineffective communicators or those who are not supportive of teacher needs are negative leadership qualities (Barbieri et al., 2019).

Teacher perceptions could be especially relevant when school leaders are new to their roles as they are defining their leadership credibility, developing existing staff relationships and establishing the future direction of school operations. The initial impressions teachers have about new heads can impact the culture they find themselves in as a head, and affect how teachers work with school improvement efforts (Grissom & Bartanen, 2018).

2.4 School Leadership and Teacher Motivation

Numerous studies have shown that school leadership has a significant impact on teacher motivation. The school's leadership is associated with greater job satisfaction and intrinsic

motivation among teachers when it communicates clear expectations, recognizes achievement, engages teachers in decision-making, and establishes supportive relationships (Addimando, 2019). On the contrary, micromanagement, lack of communication, inconsistent treatment, and lack of recognition are detrimental to teacher motivation and engagement.

In the context of performance improvement, motivational processes play a crucial part in the effectiveness of new practices' implementation, professional learning, and discretionary effort towards institutional goals (Ismail et al., 2019). Leaders' attitudes towards teachers being supportive and collaborative are more likely to encourage teachers to work collaboratively with school improvement efforts, such as tracking and reporting on performance measures. This implies that the way teachers are led can have a mediated impact on school performance via the impact on teacher motivation and willingness to enact school policies.

2.5 School Leadership and School Performance Indicators

There have been many studies that have documented the relationship between school leadership and school performance. School leaders create monitoring systems for student learning, hold teachers accountable for student learning, support teachers with instruction, and ensure that the focus is on continuous improvement (Schildkamp, 2019). Data-driven leadership, goal setting, and regular tracking of progress towards goals can establish institutional environments that support performance improvement (Woessmann, 2016).

But the link between leadership style and particular performance measures is context-specific. Where institutional capacity building is in its infancy, school leaders need to find a balance between directive management to ensure basic compliance with performance standards and collaborative approaches that could foster long-term motivation and innovation. The new school heads in Punjab are working in a situation where the monitoring role of PMIU has grown more visible and can be a pressure to more directive leadership and performance targets set by external agencies.

2.6 PMIU Monitoring Indicators and School Improvement in Punjab

The PMIU is the main monitoring and accountability mechanism for schools in the state of Punjab. There are several indicators in this framework that cover areas of infrastructure, academic achievement, security and attendance, as well as enrolment and co-curricular activities (Mbiti, 2016). The multiple indicators are indicative of the fact that school improvement is not just about the academic results, but also about the institutional factors – physical facilities, security, management systems, co-curricular activities, etc. – that make it easier for the school to nurture learning and development (Schildkamp, 2019).

For newly inducted school heads, the work of implementing operations with PMIU indicators is a big challenge in management. Heads need to develop systems for tracking progress, set goals for staff, take action when progress falls short, and hold staff accountable for progress in multiple indicator domains (Smith & Benavot, 2019). The variety of PMIU indicators indicate that effective school leadership in Punjab needs to be multi-dimensional and not limited to a single outcome area.

2.7 Conceptual Link between Leadership Styles and Perceived School Improvement

Theories of the linkage between leadership style and school performance improvement are believed to work through a number of processes. First, leadership style has an impact on the creation of systems for monitoring, setting goals, and holding people accountable for their performance. Democratic leaders establish participatory systems that involve employees in targeting improvements, and authoritarian leaders might set targets himself/herself but rely on hierarchical authority to get people to do what he/she wants (Barbieri et al., 2019). Second, the leadership style affects the school climate and the motivation of the teachers, and this has an

impact on the cooperation between teachers and improvement initiatives. Third, leadership style is indicative of priorities and values that influence the performance domains that are attended to and provided resources to (Woessmann, 2016).

New school leaders' leadership style might affect the degree of success in establishing leadership, working with current staff, and making forward progress towards PMIU indicators. Mixed leadership patterns (some democratic, some directive) may be realistic adaptations to the complexity of the context in which the newly appointed leaders are working (Grissom & Bartanen, 2018).

2.8 CONCEPTUAL FRAMEWORK

The study uses a conceptual approach that sees the leadership style and behaviours of newly appointed secondary school heads as the independent variables that act through various mediating variables in order to impact on the perception of school performance outcomes by teachers.

2.8.1 Independent Variable: Leadership Styles and Behaviours

The leadership styles and behaviours of newly inducted secondary school heads are conceptualized across five dimensions:

1. **Democratic and Participatory Leadership:** Including behaviours such as freedom to subordinates in decision-making, equal distribution of responsibilities, collaborative approaches to decision-making, and empowerment of staff to accomplish responsibilities.
2. **Autocratic and Authoritarian Leadership:** Including behaviours such as misuse of authority, reservation of all decision-making rights to the school head, dictatorship behaviour, one-way communication, and authoritative approaches.
3. **Transformational and Supportive Leadership:** Including behaviours such as effective communication, creation of harmony and emotional bonds, motivation of staff during stressful circumstances, vision articulation, encouragement of creativity, building of confidence, and empathy.
4. **Transactional Leadership:** Including behaviours such as establishment of reward and punishment systems, specific direction-setting, and provision of feedback on performance.
5. **Laissez-faire and Passive Leadership:** Including avoidance of responsibility, lack of engagement, and failure to establish accountability.

2.8.2 Mediating Factors

The influence of leadership style on school performance is mediated through several institutional factors:

- **Teacher Motivation and Engagement:** Leadership that is supportive and participatory enhances teacher motivation, which in turn increases commitment to school improvement initiatives.
- **Communication and Clarity:** Effective communication from school heads ensures that teachers understand expectations, understand school priorities, and receive feedback on performance.
- **Delegation and Staff Participation:** Leadership that delegates responsibilities and involves teachers in problem-solving creates ownership and commitment to institutional goals.
- **Ethical Use of Authority:** Leadership that uses authority ethically and consistently builds trust and reduces resistance to school policies.

- **School Climate:** Leadership style shapes the overall school environment, influencing collaboration, support, and commitment to continuous improvement.
- **Supervision and Monitoring Systems:** Effective leadership establishes systems for monitoring progress against performance indicators and ensuring accountability.

2.8.3 Outcome Variable: Perceived Influence on PMIU School Performance Indicators

Teachers' perceptions of the influence of school head leadership on eleven PMIU school performance indicators:

1. Infrastructure development
2. PEC (Pakistan Examination Commission) results
3. BISE (Board of Intermediate and Secondary Education) results
4. Security management
5. Building security
6. Horticulture practices
7. Class management
8. Students' attendance
9. Teachers' attendance
10. Enrollment rates
11. Co-curricular activities

3 METHODOLOGY

3.1 Research Design

In this study, descriptive survey research design was used. Descriptive survey designs are suitable for research questions that are aimed at describing the current situation of phenomena, describing characteristics of population, and measuring associations between variables without establishing causal relationships (Barbieri et al., 2019). This design is well suited for perception-based research, in which the research purpose is to understand the subjective experiences and interpretations, rather than to draw causal conclusions. The descriptive approach enables measurement of the range and distribution of perceived leadership behaviours and performance indicators, without attributing the link between these to performance improvements caused by leadership.

3.2 Population of the Study

The study population was all the teachers working in secondary schools of Nankana Sahib and Sheikhpura districts where newly inducted secondary school heads (with less than seven years' experience as a head) were posted. A total of 277 teachers in secondary schools (with newly inducted heads) were targeted.

3.3 Sample and Sampling Technique

The sample size of 136 teachers was determined by using an online sample size calculator for a 95% confidence level and 6% confidence interval. This sample size was chosen to provide reasonable power of the test and feasibility in the study contexts. Simple random sampling was used with equal and independent chance of selection, and with a minimum of bias in the composition of samples. Simple random sampling was achieved by using a random number list that matched the teachers in the population frame, and by randomly selecting each teacher that matched a number on the list until the desired sample size was reached.

3.4 Area of Study

The study was conducted in two districts of Punjab, Pakistan: Nankana Sahib and Sheikhpura. These districts were selected as the geographic areas within which secondary schools with newly inducted heads were identified. Within these two districts, ten secondary schools were

selected through simple random sampling from the population of secondary schools meeting the criterion of having newly inducted heads with less than seven years' experience in the headship role.

Being close to the provincial capital, there are number of opportunities of better education in these districts. The school are well maintained in these districts and always show good results in almost all terminal exams. Nankana Sahib was given the status of district in 2005, previously it was the tehsil of district Sheikhpura. So, there is a lot of compatibility in all types of administration especially very close to each other in the field of education. These districts have significance importance in Punjab regarding education. Teachers are well educated and hard worker.



Figure 1: Map of Nankana Sahib by google map



Figure 2: Map of Sheikhpura by google map

3.5 Research Instrument

Data were collected using a structured questionnaire based on a five-point Likert scale response format. The questionnaire comprised two main sections: (1) demographic information about respondents (education level, job designation, years of teaching experience), and (2) items measuring teachers' perceptions of leadership styles and behaviours and their perceived association with PMIU school performance indicators.

The leadership style/behaviour section included 27 items describing various leadership behaviours (such as "uses effective communication skills," "freedom to subordinates to make their own decisions," "misuses authority," etc.) with five-point response options ranging from "Strongly Disagree" to "Strongly Agree."

The PMIU performance indicator section included 11 items corresponding to major PMIU monitoring indicators (infrastructure, academic results, security, attendance, enrollment, co-curricular activities, etc.) with five-point response options ranging from "Strongly Disagree" to "Strongly Agree" regarding the perceived influence of school head leadership on each indicator.

3.6 Validity of the Instrument

Validity refers to the extent to which an instrument measures what it intends to measure. The questionnaire was developed based on established frameworks of leadership styles and research-based indicators of school performance. Items were formulated to directly address the research questions and objectives. Expert review by educational leadership researchers and school education department officials was recommended to assess content validity—the extent to which items comprehensively and accurately represent the constructs of interest (leadership styles and performance indicators). Items demonstrating ambiguity, redundancy, or lack of clarity were to be revised based on expert feedback before final implementation.

3.7 Reliability of the Instrument

Reliability refers to the consistency and stability of an instrument's measurement. The internal consistency of the questionnaire scales should be tested through Cronbach's alpha coefficient calculation. Cronbach's alpha values of 0.70 or higher are generally considered acceptable evidence of internal consistency for research instruments. Given that reliability values were not provided in the original study data, it is recommended that Cronbach's alpha testing be conducted and reported before final submission of this research. This represents an important methodological improvement that will enhance the rigor of the study's measurement approach.

3.8 Data Collection Procedure

Structured questionnaires were employed to collect the data, which were then distributed to the teachers in the sampled secondary schools. Questionnaires were given to teachers and they were asked to fill them out on their own, explaining the scale of the answers and the aim of the research. The questionnaires were completed in about 25-30 minutes. Researchers personally picked up completed questionnaires to reduce missing data and ensure the questionnaires were complete.

Ethical issues were adhered to during data collection. Teachers were assured of the confidentiality of their responses and were informed that participation was voluntary. The questionnaires contained no identifying information to ensure anonymity of the respondents. Prior to the data collection, the study was approved by relevant educational authorities.

3.9 Data Analysis Procedure

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The following analytical techniques were used:

Frequencies and Percentages are used to report the distributions of responses to individual questionnaire items, and to describe the demographic characteristics of respondents (e.g., education level, job designation, teaching experience).

The central tendency and variability of teacher responses was summarized in Descriptive Statistics including means, standard deviations, and range, for each leadership behaviour item and PMIU performance indicator.

Weighted scores for each leadership behaviour item were obtained by adding up (frequency × weight) for all responses in the item. This gives a composite measure of the number of people who responded and how strongly they responded.

Ranking the leadership behaviours and the PMIU performance indicators from highest to lowest, based on the weighted scores and identifying the most and least commonly perceived behaviours and indicators.

The classification and categorization of leadership behaviours were to enable the overall pattern of leadership to be interpreted in light of five categories (democratic/participatory, autocratic/authoritarian, transformational/supportive, transactional, and laissez-faire).

3.10 Ethical Considerations

Ethical principles in social science research have been taken into account in this research. All participants gave informed consent, and were told the purpose of the study, that they could refuse to participate, and that their responses would be kept confidential. There were no incentives offered that could be used to force participation. The anonymity of the respondents was ensured by the anonymisation of questionnaires. Data were kept securely and accessed by only authorized research personnel. The study was of minimal risk to the participants, as the completion of the questionnaires involved no more than ordinary risk, and no sensitive personal information was generated. Prior to the data collection, all the research procedures were reviewed and approved by the appropriate educational authorities.

4 RESULTS AND DISCUSSION

4.1 Demographic Characteristics of Respondents

Table 1: Distribution of Respondents by Education Level

Education Level	Frequency	Percentage
Under-graduation	43	31.6%
Graduation	48	35.3%
Post-graduation	45	33.1%
Total	136	100%

Majority of the respondents (35.3%) had a graduation degree, closely followed by post-graduates (33.1%) and under-graduates (31.6%). This distribution shows that the respondents sample had a high level of educational qualifications, meaning that they had adequate educational background and experience to offer informed views on the leadership practices and institutional functioning of their school heads (Barbieri et al., 2019).

Table 2: Distribution of Respondents by Job Designation

Job Designation	Frequency	Percentage
PST (Primary Subject Teacher)	32	23.5%
EST (Elementary Subject Teacher)	79	58.1%
SST (Senior Subject Teacher)	25	18.4%
Total	136	100%

Elementary Subject Teachers (EST) made up the largest occupational group, with the majority of respondents being in this category (58.1%). The Primary Subject Teachers (PST) (23.5%) and the Senior Subject Teachers (SST) (18.4%) followed. This teacher composition mirrors the typical teacher composition in secondary schools of Punjab where the majority of teachers are EST (Raman et al., 2019).

Table 3: Distribution of Respondents by Teaching Experience

Teaching Experience	Frequency	Percentage
Up to 3 years	40	29.4%
4–6 years	69	50.7%
Above 7 years	27	19.9%
Total	136	100%

Most of the respondents (50.7%) had 4-6 years of teaching experience. The overall distribution indicates a high level of experience with school routines, institutional practices, patterns of leadership behavior, and systems of performance monitoring, which means that they were likely to have a good basis for making informed observations about school functioning and leadership effectiveness (Barbieri et al., 2019). The middle-aged nature of the respondents suggests that they are not only experienced in the school but also not too new or too old to be potentially subject to a perspective bias.

4.2 Leadership Styles and Behaviours of Newly Inducted School Heads

Table 4: Ranking of Perceived Leadership Styles and Behaviours

Leadership Behaviour/Style	Weighted Score	Mean	SD	Rank
Uses effective communication skills	324	2.38	2.05	1
Freedom to subordinates to make their own decisions	307	2.25	1.59	2
Misuses authority	304	2.23	1.39	3
Reserves all rights to make school decisions	299	2.19	1.50	4
Leaves responsibilities unaccomplished	296	2.17	1.52	5
Creates a structured set of reward and punishment	295	2.16	1.30	6
Distributes responsibilities equally to staff members	294	2.15	1.45	7
Creates harmony and builds emotional bonds	283	2.08	1.20	8
Holds dictatorship behavior with staff members	280	2.05	1.26	9
Motivates people during stressful circumstances	278	2.04	1.33	10
Adopts one-way communication	268	1.97	0.95	11
Empowers staff members to accomplish their responsibilities	267	1.98	1.22	12
Moral/ethical leadership	252	1.85	1.06	13
Provides productive feedback on performances	228	1.67	0.98	14
Fulfills the school requirements in time	220	1.61	1.18	15
Provides resources and teaching tools to facilitate teachers in learning	218	1.60	0.92	16
Sets goals and gives specific direction	215	1.58	0.95	17
Uses collaborative approaches in decision-making	207	1.52	0.65	18
Encourages staff to motivate students	205	1.50	0.91	19
Coaches staff in special conditions	191	1.40	0.62	20
Encourages creativity in staff and students	190	1.39	0.59	21
Uses authoritative approaches	188	1.38	0.59	22
Mobilizes teachers towards a vision	187	1.37	0.54	23
Fills staff with confidence	178	1.30	0.56	24
Engages in projects and decisions	174	1.27	0.61	25
Inclined towards building relationships with students	155	1.13	0.34	26
Self-confident and empathetic	146	1.07	0.26	27

Interpretation and Analysis:

The rank order of perceived leadership behaviours exhibits a nuanced and mixed leadership pattern of newly inducted secondary school heads. Effective communication was the highest ranked perceived leadership behaviour (weighted score 324, mean 2.38) showing that teachers strongly perceive their school heads as using communication skills in their leadership practice. This discovery is important because communication is considered as an essential component

of other leadership activities such as direction setting, feedback provision, problem solving, and relationship building (Arendt et al., 2019).

The second ranked behaviour is giving freedom to subordinates to make their own decisions (weighted score 307, mean 2.25) which is indicative of the democratic/participatory leadership tendencies. School leaders give teachers some autonomy in decision-making processes, rather than making all decisions themselves. This sense is that new heads are trying to collaborate in some way, perhaps to cultivate relationships with current employees or to share responsibilities with them for workload (Smith & Benavot, 2019).

Contradictory results, however, were found with regard to authoritarian behaviors. The third-ranked item—misuses authority (weighted score 304, mean 2.23)—indicates that teachers also perceive some misuse of authority among newly inducted heads. This is further corroborated by the fourth-ranked item—reserves all rights to make school decisions (weighted score 299, mean 2.19)—and the ninth-ranked item—holds dictatorship behaviour (weighted score 280, mean 2.05). These findings suggest that while some democratic practices are perceived, authoritarian and controlling behaviours are also notable in the leadership patterns of newly inducted heads (Feijó et al., 2019).

The structured reward and punishment system (sixth-ranked, weighted score 295) reflects transactional leadership characteristics. Teachers perceive that school heads use explicit reward-punishment mechanisms to motivate and control behaviour, which is consistent with a transactional approach to leadership that emphasizes accountability and performance-based consequences.

Transformational and supportive leadership behaviours ranked variably. While effective communication was the highest-ranked behaviour, other transformational behaviours—such as creating harmony and building emotional bonds (eighth-ranked, weighted score 283), motivating staff during stressful circumstances (tenth-ranked, weighted score 278), and encouraging creativity (twenty-first-ranked, weighted score 190)—ranked lower, suggesting that transformational practices are not uniformly perceived across all newly inducted heads.

Lower ranked behaviours were: ability to mobilize vision (23rd rank, mean 1.37), build confidence (24th rank, mean 1.30), build relationships with students (26th rank, mean 1.13), and expressing self-confidence and empathy (27th rank, mean 1.07). These low rankings imply that many newly appointed heads are not seen as having a visionary or inspirational or emotionally supportive leadership, which could mean that newly appointed leaders are more concerned about establishing authority and ensuring compliance than inspirational or relationship-building aspects of leadership.

Classification of Leadership Behaviours by Type:

The 27 leadership behaviours can be meaningfully classified into five theoretical categories:

Democratic/Participatory Leadership (Ranks 2, 7, 12, 18): - Freedom to subordinates to make their own decisions (Rank 2, Mean 2.25) - Distributes responsibilities equally to staff members (Rank 7, Mean 2.15) - Empowers staff members to accomplish their responsibilities (Rank 12, Mean 1.98) - Uses collaborative approaches in decision-making (Rank 18, Mean 1.52)

Mean for Democratic Behaviours: 2.03

Autocratic/Authoritarian Leadership (Ranks 3, 4, 9, 11, 22): - Misuses authority (Rank 3, Mean 2.23) - Reserves all rights to make school decisions (Rank 4, Mean 2.19) - Holds dictatorship behavior (Rank 9, Mean 2.05) - Adopts one-way communication (Rank 11, Mean 1.97) - Uses authoritative approaches (Rank 22, Mean 1.38)

Mean for Authoritarian Behaviours: 1.96

Transformational/Supportive Leadership (Ranks 1, 8, 10, 21, 23, 24, 26, 27): - Uses effective communication skills (Rank 1, Mean 2.38) - Creates harmony and builds emotional bonds (Rank 8, Mean 2.08) - Motivates people during stressful circumstances (Rank 10, Mean 2.04) - Encourages creativity in staff and students (Rank 21, Mean 1.39) - Mobilizes teachers towards a vision (Rank 23, Mean 1.37) - Fills staff with confidence (Rank 24, Mean 1.30) - Inclined towards building relationships with students (Rank 26, Mean 1.13) - Self-confident and empathetic (Rank 27, Mean 1.07)

Mean for Transformational Behaviours: 1.67

Transactional Leadership (Ranks 6, 14, 15, 17): - Creates a structured set of reward and punishment (Rank 6, Mean 2.16) - Provides productive feedback on performances (Rank 14, Mean 1.67) - Fulfills the school requirements in time (Rank 15, Mean 1.61) - Sets goals and gives specific direction (Rank 17, Mean 1.58)

Mean for Transactional Behaviours: 1.76

Laissez-faire/Passive Leadership (Rank 5): - Leaves responsibilities unaccomplished (Rank 5, Mean 2.17)

The classification shows the newly inducted heads have a mixed pattern of leadership in their perception. The mean scores of democratic behaviour (2.03) and authoritarian behaviour (1.96) are almost equal and significantly higher than transformational (1.67) and transactional (1.76) behaviours. This means that new heads are not invariably democratic or authoritarian, but rather seem to use both of these methods depending on the situation. The relatively low mean (1.67) for the transformational behaviours indicates that inspirational, visionary, and emotionally supportive leadership styles are less common among newly inducted heads than are directive and controlling.

This mixed pattern is understood as representing the transition of newly inducted school heads. The new administrator in their first role needs to build relationships with existing employees, create authority and credibility, and fulfill performance accountability requirements set by outside stakeholders and handle organizational routines (Grissom & Bartanen, 2018). This complex context might cause newly appointed heads to engage in context-dependent leadership, which involves using some collaborative leadership (to develop staff relationships and to ease change implementation) and some directive leadership (to define control and accountability for the PMIU).

4.3 Teachers' Perceptions of Leadership Influence on PMIU School Performance Indicators

Table 5: Teachers' Perceptions about Leadership Influence on PMIU Report Card Indicators

PMIU Indicator	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Betterment in school infrastructure	101 (74.3%)	35 (25.7%)	0 (0%)	0 (0%)	0 (0%)
Improvement in PEC result	84 (61.8%)	42 (30.9%)	10 (7.4%)	0 (0%)	0 (0%)
Proper security management	85 (62.5%)	35 (25.7%)	12 (8.8%)	4 (2.9%)	0 (0%)
Improvement in BISE result	89 (65.4%)	24 (17.6%)	6 (4.4%)	17 (12.5%)	0 (0%)
Improvement in horticulture practices	82 (60.3%)	36 (26.5%)	13 (9.6%)	0 (0%)	5 (3.7%)

PMIU Indicator	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Improvement in class management	79 (58.1%)	33 (24.3%)	12 (8.8%)	2 (1.5%)	10 (7.4%)
Students' attendance rate enhanced	96 (70.6%)	17 (12.5%)	13 (9.6%)	10 (7.4%)	0 (0%)
Co-curricular activities	65 (47.8%)	61 (44.9%)	10 (7.4%)	0 (0%)	0 (0%)
Enhanced enrollment rate of students	77 (56.6%)	42 (30.9%)	6 (4.4%)	11 (8.1%)	0 (0%)
Building security	107 (78.7%)	14 (10.3%)	4 (2.9%)	11 (8.1%)	0 (0%)
Improvement in teachers' attendance	101 (74.3%)	27 (19.9%)	8 (5.9%)	0 (0%)	0 (0%)

Interpretation and Analysis:

The data presented in Table 5 show that teachers strongly felt that the head's leadership in the school was linked to improvement in all the measured PMIU performance indicators. This perception is remarkably consistent – for each of the eleven indicators, between 47.8% and 78.7% of teachers "Strongly Agreed" that leadership is connected to improvements, with other teachers "Agreed", meaning the aggregate agreement rate ranges from 92.7% to 100.0% across indicators.

Infrastructure and Security Indicators: Teachers had the highest scores in both leadership influencing building security (78.7% "Strongly Agree") and school infrastructure (74.3% "Strongly Agree"). These indicators can be especially observable by teachers, and tied directly to school leadership efforts regarding facility maintenance, safety, and resource allocation. The clear sense of leadership's responsibility in these concrete and observable areas indicates that teachers are aware of the role of the head of school in managing the school building and improving security.

Attendance Indicators: Teachers strongly agreed that leadership was related to their attendance (74.3% "Strongly Agree") and student attendance (70.6% "Strongly Agree"). The perception is important as it is directly related to school heads' responsibility for attendance monitoring, which generally includes the use of monitoring systems, regular reporting to higher authorities, and corrective actions for school attendance lapses. Teachers seem to equate school head leadership with performance on the indicators of accountability.

Academic Performance Indicators: Leadership was judged to be related to BISE results by 65.4% of teachers ("Strongly Agree") and 61.8% of teachers ("Strongly Agree") with regards to PEC results. However, the percentage of teachers disagreeing with BISE results (12.5% "Disagree") was higher than the other indicators which indicates that some teachers may believe that academic outcomes are affected by factors other than the head of school such as student ability, teacher skill, or the difficulty of the external examinations.

Management and Co-curricular Indicators: Teachers felt that leadership was related to class management (58.1% "Strongly Agree"), horticulture practices (60.3% "Strongly Agree"), enrollment (56.6% "Strongly Agree") and co-curricular activities (47.8% "Strongly Agree"). The different perceptions indicate that teachers are aware of the importance of the role of leadership in school in various aspects, but with somewhat less assurance in the academic enrichment areas (co-curricular activities, horticulture).

Overall Pattern: The strong consensus among teachers about the relation between leadership and PMIU indicators suggests that they recognize that school leaders have institutional accountability for monitoring and enhancing performance in a variety of areas. It is important to point out that this is a finding based on the perception and not causal relations. Teachers believe that there are associations, but they don't show that the leadership practices led to any measured improvement. To investigate if there is a relationship between actual PMIU performance and the effectiveness of the school's leadership style on these indicators, actual performance records of those schools would be necessary.

Teachers' responses toward this item indicate a high proportion of "Strongly Agree" responses, suggesting that the teachers may be responding to institutional norms that are focused on the head's role rather than the actual impact of the head on each indicator. This underlines the need to differentiate between teacher responsibility attributions (which could be about holding heads accountable) and teacher observations of actual leadership practices that will have an impact on outcomes.

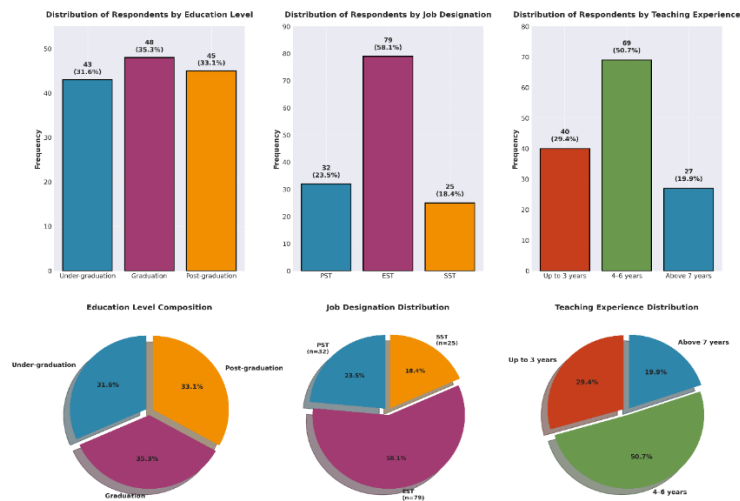


Figure 3: Graphical key findings of respondents demographic attributes.

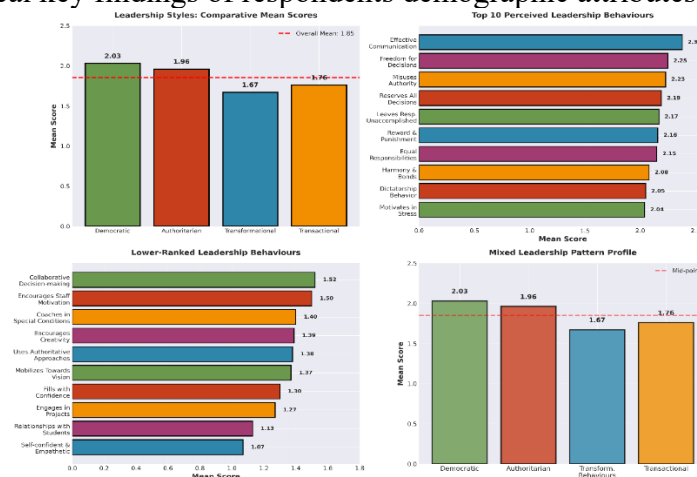


Figure 4: Graphical key findings of leadership styles behaviours

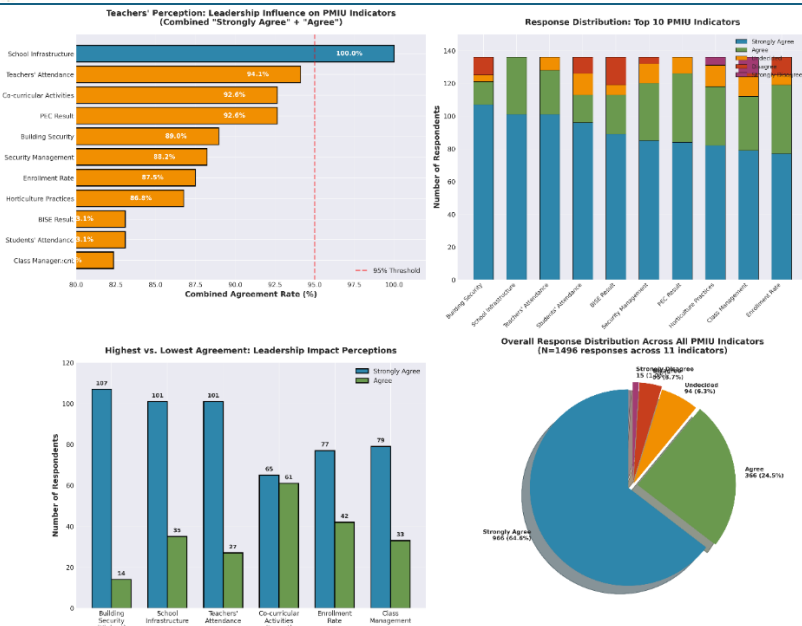


Figure 5: Graphical key findings of PMIU indicators analysis.

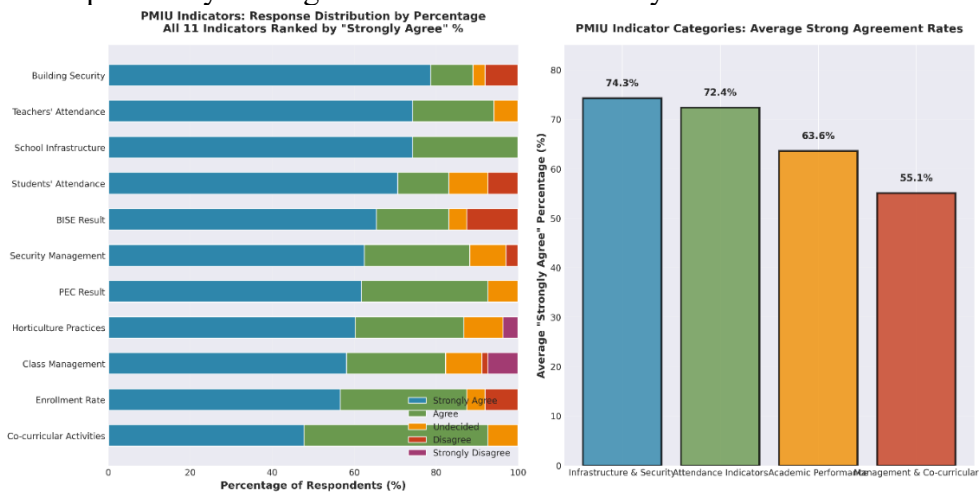


Figure 6: Graphical key findings of PMIU detailed breakdown.

4.4 FINDINGS

The analysis of the data showed the following key findings:

Respondent Profile: It was noted that the sample had relatively high levels of educational attainment with the majority having a graduate (35.3%) or post-graduate (33.1%) degree. The majority of the respondents were Elementary Subject Teachers (EST, 58.1%) with a majority having 4-6 years of teaching experience (50.7%) and were able to make informed observations about school leadership and institutional functioning.

Communication as Primary Leadership Behaviour: Effective communication skills was the top-ranked perceived leadership behaviour among newly promoted staff.

Mixed Leadership Pattern among Newly Inducted Heads: Mixed pattern of leadership was revealed by the data, that is, both democratic pattern (mean 2.03) and authoritarian pattern (mean 1.96) were observed among the newly inducted school heads. This is compared to significantly lower levels of transformational (mean 1.67) and transactional (mean 1.76) leadership (Barbieri et al., 2019). The high frequency of effective communication as the leader's most common behaviour indicates that new leaders are aware of the importance of

communication for their leadership, and at the same time use directive and controlling leadership behaviours (Arendt et al., 2019).

Strong Teacher Perceptions of Leadership Impact on PMIU Indicators: There was a high level of agreement across all eleven PMIU performance indicators that school head leadership is associated with improvements with combined agreement rates (Strongly Agree + Agree) ranging from 92.7% to 100.0%. The highest level of agreement appeared in the area of building security (78.7% "Strongly Agree"), school infrastructure (74.3%), teacher attendance (74.3%) and student attendance (70.6%). The perceptions indicate that teachers believe that school heads have a great deal of institutional responsibility for monitoring and improving performance in a variety of areas (Smith & Benavot, 2019).

5 DISCUSSION

5.1 Interpretation of Mixed Leadership Patterns

The mixed profile of leadership among newly inducted secondary school heads needs to be interpreted in the particular context of educational administration in Punjab. Near equivalence of democratic (2.03) and authoritarian (1.96) mean scores indicate that newly appointed leaders are not consistently employing distinctive leadership philosophies but rather appear to be using "situational" strategies in light of situational needs (Grissom & Bartanen, 2018). The pattern can be read as a description of some of the transitional and multifaceted problems of beginning school leaders.

Newly inducted heads are confronted with competing demands to gain authority and credibility in the existing organizational framework, to get to know the established teaching staff, to conform to externally-imposed performance accountability requirements via PMIU monitoring mechanisms, and to perform the mundane aspects of day-to-day school operations (Arendt et al., 2019). In such situations, a hybrid model of directive practices (to create control and meet accountability demands) and collaborative practices (to foster staff relationships and enact change) can be viewed as an adaptive mode of functioning instead of a lack of consistency in leadership.

The mean for transformational leadership behaviours (1.67) is relatively low which suggests that inspirational, visionary and emotionally supportive leadership styles are less common in newly inducted heads than more directive or controlling leadership styles. This implies that new leaders are more interested in the day-to-day management of operations and compliance with accountability requirements rather than in the future focus of visionary and/or relationship-building activities (Barbieri et al., 2019). The focus on effective communication (highest ranked behaviour) and lower levels of vision mobilisation, confidence building, and relationship development indicate a communication style that is more about directing information than engaging in transformational communication.

5.2 Perception versus Reality in Leadership Impact

Leadership is a factor that impacts on PMIU indicators, with a high percentage of teacher agreement (92.7–100.0% combined agreement) and therefore caution should be exercised in interpreting this. Such perception-based responses may be due to institutional norms, such as the accountability of the school head, which are very clear in Pakistan's education system, where the school head is explicitly held accountable for the performance of PMIUs (Smith & Benavot, 2019). But these perceptions by themselves do not necessarily lead to causal relationships between leadership practices and measured improvements.

Highly attributing responsibility to school heads could also be because teachers' general awareness of hierarchy and institutional accountability systems, and less because of the specific leadership practices that impact measurable outcomes. The perception that leadership impacts

academic outcomes exists alongside somewhat greater disagreement on the same (BISE: 12.5% "Disagree") than for indicators of infrastructure and attendance, indicating that teachers understand that there are factors beyond leadership that influence academic achievement (Grissom & Bartanen, 2018).

5.3 Implications for School Leadership Development

The finding that effective communication ranked highest among leadership behaviours has important implications for principal preparation programs. Communication is foundational to all leadership functions—goal-setting, feedback provision, problem-solving, and relationship-building—yet the relatively low rankings of behaviours such as vision mobilization, confidence-building, and student relationship development suggest that newly inducted heads require development in transformational and inspirational dimensions of leadership (Arendt et al., 2019).

The prevalence of both democratic and authoritarian behaviours suggests that newly appointed heads would benefit from explicit training in situational leadership frameworks that help them consciously match leadership approaches to specific contexts and organizational needs. Currently, the mixed pattern observed may reflect inconsistent or unconscious approach rather than deliberate situational adaptation (Barbieri et al., 2019).

6 RECOMMENDATIONS

6.1 For Educational Administration and Policy

Develop comprehensive induction programmes: Educational authorities should have structured induction programmes for newly appointed school leaders that specifically focus on the transition from teacher to leader. These programs should cover aspects of transformational leadership, vision-setting, emotional intelligence, and relationship-building skills, in addition to technical administrative skills (Arendt et al., 2019).

Implement Mentoring and Coaching Systems: Create formal mentoring relationships between newly inducted principals and experienced, high performing principals. Mentors' attention should be directed in helping new heads to become consistent in their leadership approach, mainly elevating transformational practices along the required directive ones (Barbieri et al., 2019).

Systems of Accountability and Development Approaches: Accountability systems are critical to PMIU, but education departments should ensure that performance monitoring is accompanied by professional development support. While compliance-focused oversight is important, systems should also support heads to build practices based on vision and relationship, and to promote sustainable improvement (Smith & Benavot, 2019).

Review and Refine Leadership Competency Frameworks: Educational authorities should review and update their competency frames for principals to include specific references to transformational leadership, dimensions of emotional intelligence, and communication effectiveness. Selection and evaluation processes may be unintentionally biased towards directive/compliance leadership over inspirational leadership (Grissom & Bartanen, 2018).

6.2 For Research and Future Investigation

Future research should include Longitudinal Studies: Follow newly inducted heads over 2-3 years to see if their leadership style changes, and if mixed styles of leadership initially used become more unified and planned over time.

Compare Actual Performance Outcomes: Gather objective performance data for the PMIUs and explore whether schools with heads who scored higher on the transformational leadership scale did better in terms of performance gains than those with heads who had predominantly directive leadership styles.

Explore Contextual Factors: Research should examine the contextual factors in schools (school size, demographics of students, resource restrictions, community expectations, etc.) and how they shape the leadership style that newly appointed school leaders adopt and feel they need to. Compare Leadership Effectiveness Models: Compare and contrast the leadership models (democratic, authoritarian, transformational and mixed) and determine which of these models can yield best results in various kinds of schools and contexts within the education system in Pakistan.

6.3 For Teacher Professional Development

Establish School-Level Leadership Communities: Build learning groups with peers (school leaders and teachers) where experiences of various leadership approaches can be shared and reflected upon, and then analysed, to facilitate collective learning and development.

Training for Teachers on Leadership Collaboration: Teachers should be trained on how to collaborate effectively with school leaders, including how to give positive feedback and engage in school improvement initiatives under the leadership of the head.

7 CONCLUSION

This study investigated the leadership behaviours of newly appointed leaders of secondary schools in Punjab and their reported relationships with the school performance indicators as measured by PMIU. The study found that there are some key lessons to be learned:

A leadership pattern of relatively equivalent democratic and authoritarian leadership behaviours is found among the newly inducted secondary school leaders, with a reduced focus on more transformational and transactional leadership styles. The most frequently mentioned perceived leadership behaviour is effective communication, indicating that newly appointed administrators see communication as one of the main aspects of leadership (Arendt et al., 2019). Institutional Context and Leadership Choices: The mixed leadership pattern seems to be representative of the multifaceted and complex demands that newly appointed principals face as they seek to establish authority, build staff relationships, address external accountability demands and perform operational duties. This implies that the observed leadership diversity could be adaptive responses to contextual pressures, instead of leadership inconsistency (Barbieri et al., 2019).

Teacher Perceptions of Leadership Impact: Teachers strongly associate school head leadership with improvements in the PMIU performance indicators, especially related to infrastructure, security and attendance. The results of these studies, however, are based on perceptions and are not necessarily indicative of direct impacts on measured outcomes (Smith & Benavot, 2019).

Implications for Practice: Results indicate that there is a need to refine principal preparation and professional development efforts to foster transformational and visionary leadership as well as directive and compliance-based roles. To support newly inducted school leaders to build more holistic and deliberate leadership practices, educational authorities should set up support systems such as mentoring, coaching, and professional learning communities (Grissom & Bartanen, 2018).

This research makes a contribution to the scarce literature on the newly appointed school leaders in South Asian contexts as this study offers empirical evidence of how competing organizational demands are met through mixed leadership approaches of newly inducted principals. The results reveal both the advantages of using a combination of approaches to address complex transitions and the potential for creating additional transformational aspects of leadership.

8 LIMITATIONS

This study has a few drawbacks. First, it adopted a cross-sectional survey design, which meant it only captured the perceptions of teachers at one time and failed to consider how leadership styles change as new teachers to the headship gained experience. Second, the data were self-reported by teachers, which meant that perceptions were not necessarily the same as self-reports, observations in the classroom or school, or PMIU performance records; thus, the findings reflect perceived influence, not direct causal impact. Third, the sample consisted of 136 teachers from selected secondary schools of Nankana Sahib and Sheikhpura and the findings may not be applicable to the entire rural, primary, or provincial school settings. Fourth, the study focused on leadership, but leadership behaviors might be more varied and context dependent. Last, the study did not consider differences among teachers based on the following factors that could affect perceptions of leadership and school performance measures: teacher demographics, exact length of time in the profession, school resources, school location, and gender.

9 Recommendations for Future Research

Future research should: (1) use longitudinal designs with new school leaders over several years; (2) incorporate teacher perceptions with principal self-reports and objective observational data; (3) incorporate objective school performance data and analyze actual relationships between leadership practice and outcomes; (4) extend to schools and provinces beyond those sampled; (5) conduct analyses by sub-groups to examine contextual variations; and (6) compare perception-based data with principal self-reports and objective observational data by gender and/or demographic group.

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