

Perceptions of Subject Specialists Regarding the Relationship between Principal Leadership Skills and School Effectiveness

Mubarak Shah¹ Muhammad Niqab² Mubarak Zaib Khan³

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Corresponding Author: Muhammad Niqab ✉ niqab@sbbu.edu.pk

Abstract: The purpose of this current study is to analyze the relationship between leadership skills and school effectiveness. Employing a quantitative approach, a co-relational research design has been used for the instant study. The target population of the study included subject specialists serving in higher secondary schools from which a sample size of 272 subject specialists had been randomly selected. The study was conducted using a closed-ended questionnaire with 41 items indicating principal leadership skills and school effectiveness. The gathered data was examined using the statistical program SPSS-25. For inferential statistics, Person correlation and multiple regression approaches were adopted. The findings demonstrate that principal leadership skills have a strong link with their sub-constructs: behavioral leadership skills (BLS), organizational leadership skills (OLS), and transformational leadership skills (TLS). TLS (Transformational Leadership Skills), however, showed a strong relationship with Principal leadership skills. Additionally, a significant correlation has been identified between Principal leadership skills and school effectiveness. The relationship between school effectiveness and its sub-dimensions has also been investigated, and the findings reveal that a high and substantial correlation exists, especially between school effectiveness and its sub-dimension quality assurance. The findings of the study provide valuable guidelines and insights for school principals, district education officials, policymakers, and other non-governmental organizations committed to enhancing the quality of education and school effectiveness.

Keywords: Principal Leadership Skills; School Effectiveness; Secondary Schools; Subject Specialist

Introduction

The twenty-first century marks a period of high-quality education. To accelerate economic growth, all civilizations rely on high-quality education and information technology. Education is a long-term investment in human capital that is critical to a country's future success. Education enables and empowers people to understand the world and transforms them into realist and humanist perspectives and worldviews (Becker, 2009). Schools must be effective in order to provide quality education. School effectiveness refers to the degree to which planned goals and objectives are met efficiently and on time.

¹ PhD Scholar, Department of Education, Qurtuba University of Science & Information Technology, Peshawar, Khyber Pakhtunkhwa, Pakistan. Email: mubarak.shah275@gmail.com

² Assistant Professor, Department of Education Shaheed Benazir Bhutto University, Sheringal, Dir Upper, Khyber Pakhtunkhwa Pakistan. Email: niqab@sbbu.edu.pk

³ M.Phil. (Education), Shaheed Benazir Bhutto University, Sheringal, Dir Upper, Khyber Pakhtunkhwa, Pakistan. Email: mubarakzaib.dir@gmail.com

An institution is regarded as effective when its students accomplish excellent academic results, receive effective socialization, and demonstrate this in real life (Ali, [2017](#)). Furthermore, high-performing schools have a conducive learning environment, cooperation, interaction among school staff, strong teacher performance, and knowledge exchange with one another, and students who achieve academic success.

The concept of school performance differs by institution because all institutions are founded on a consistent procedure, and some organizations are profitable while others are not. As a result, there is a consistent approach to institutional performance review because all institutions have specific goals. For timely achievement of school performance, SMART planning, clarity of objectives, technology integration, and, most importantly, principal leadership abilities are critical (Raof, [2019](#)). School effectiveness is termed as the level at which the school's objectives are met within the time frame and resources available. Such schools have excellent learning productivity and student happiness, which are measures of school performance.

A school is considered effective if "school processes lead to tangible results that are visible among its students over time" (Lyer, [2011](#)). Quality education in schools is dependent on the education leaders, principals, and school administration. Leadership quality is critical for excellent school performance at both the elementary and secondary levels (Peleg, [2012](#)). Educational leadership plays a vital role in school success (Kythrotis et al., [2010](#)). A competent principal facilitates the utilization of inputs in the school, ensuring the attainment of the desired goals.

The developed nations emphasized the importance of principal leadership qualities in improving education and achieving school performance. Furthermore, they stated that successful leaders use practical leadership skills to create a conducive environment in which all barriers are removed, staff engagement is increased, collaboration is improved, work is completed effectively, and thus organizational performance is achieved.

Khan ([2013](#)) conducted research to discover quality teaching practices in Pakistan's Government and private schools. He found that private schools in Pakistan provide higher-quality education than state schools due to superior management. Furthermore, Khan ([2013](#)) added that Pakistani private schools are providing a standard and quality education. According to Iqbal ([2012](#)), a proper check-balancing and monitoring mechanism in private schools allows for quality instruction. Principal leadership is critical to school success and student academic progress, yet students' low academic performance in external examinations raises questions about whether the principal possesses leadership abilities. The rationale behind this study is to evaluate whether higher secondary school principals have leadership skills and whether there is a significant relationship between leadership skills and success in higher secondary schools in District Dir, Lower Khyber Pakhtunkhwa, Pakistan.

Purposes of the Study

Globally, all countries desire economic and social development; thus, these goals may be realized by promoting excellent education, which can only be accomplished through the successful operation of schools (Khan et al., [2015](#)). In developing country Pakistan, Khan ([2013](#)) carried out a study and found that private schools provide a standard education compared to Government-established schools due to better

management, balance, and monitoring. According to the 2019 Economic Survey of Pakistan, Pakistan spends only 2.4% of its GDP on education each year. As a result, insufficient resources have had a negative impact on educational outcomes. This gap and deficit can be bridged by emphasizing critical leadership talents such as transformational, behavioral, and organizational abilities that boost school performance. This study also examines the established relationship between principal leadership skills (PLS) and school effectiveness (SE) in targeted higher secondary schools of Dir Lower, Pakistan.

Objectives of the study

The following objectives are framed for this study.

- To analyze the relationship between principal leadership skills and school effectiveness.
- To analyze whether principal leadership skills affect school effectiveness.
- To analyze how gender influences the relationship between principal leadership skills and school effectiveness

Research Questions

Analysis was carried out to find answers to the following questions.

RQ1: Is there any significant relationship between Principal leadership skills and School effectiveness?

RQ2: Is there any effect of principal leadership skills on school effectiveness, and which determinant affects school effectiveness more?

RQ3: Does demographic variable (gender) moderate the relationship between Principal leadership skills and school effectiveness?

Literature Review

In this part of the study, key characteristics of leadership skills and qualities have been discussed in the light of past research. Furthermore, how these leadership skills affect school effectiveness has been viewed.

School Effectiveness

School effectiveness is the level at which the school's objectives are met within the time frame allotted and with the resources available. The efficacy of school administrators is heavily dependent on their ability to carry out the previously agreed-upon obligations effectively and professionally. The extent to which an organization, such as a school, achieves previously set goals and objectives through the utilization of personnel and tangible resources is referred to as effectiveness (Ahmad et al., [2021](#), p. 733). A school can be considered effective if school actions lead to substantial results that are noticeable among its learners, time and again during a span of time (Lyer, [2011](#)).

Dimensions of School Effectiveness

- 1) **High Expectations of Stakeholders:** High expectations are strongly linked to progress in school improvement. This characteristic underscores the volatile nature of value added for the sake of value. Slavin ([1996](#)) believes that measurement is an accomplishment for everyone; however, Anders and Palliser ([1998](#)) see it as open-mindedness and utter failure. This feature focuses on the identified aspects of good reading. Sky-scraping stakeholder prospects is a human factor that influences school achievement.

- 2) **Material & Non-Material Resources:** One of the sub-dimensions of school success is material and non-material resources, which encompass both tangible and intangible items in the school. Physical materials in the school include the school building, the school's boundary wall, electricity, furniture, and playground, while non-material resources include instructional style, student evaluation, and employee skills and competencies (Reynold et al., [1996](#)). They went on to say that school performance is dependent on these resources, and a lack of them has an impact on school performance. According to Alif Ailan ([2015](#)), 48% of Pakistan's public schools are unstable and on the verge of failure, with no basic amenities such as laboratory equipment, toilets, boundary walls, water, and electricity supply, while the government spends only 2% of its budget on education, which is insufficient to develop schools.
- 3) **Community Involvement:** Community involvement is an important component of a successful and high-quality education. Community participation entails working with community stakeholders, parents, and teachers to develop a school development plan (Ministry of Education, 2009). The practice of involving the community strengthens the teacher's efforts to achieve school objectives. Active community involvement in school programs motivates teachers and students, resulting in high-quality education (Ali, [2017](#)).
- 4) **Students' Academic Achievements:** Students' educational achievements refer to their performance in terms of marks/grades in an annual examination administered by an assessment agency or university. School administrators play an important influence on students' academic progress by creating an effective learning environment and fostering a culture of rivalry among students, which leads to high academic accomplishment (Parwazalam, [2000](#)). In terms of academic accomplishment, there is widespread agreement that it is near to what the school expects (Scheerens, [2004](#)).
- 5) **Teachers Efficacy:** Teacher effectiveness refers to the efficiency with which teachers at institutions provide productive knowledge for their students. This element is critical for students' development and performance. It might be referred to as teacher skills or skills for organizational growth. Teachers having this capacity can help students succeed (Chapman & Burchfield, [1994](#)).
- 6) **Quality Assurance:** Quality assurance, often known as quality declaration, refers to a focus on institutional processes and production rather than contribution. Furthermore, quality assurance is reflected in the school's objective of physically strong management that expands teaching and learning skills, as well as raising pupils who are strong-willed and knowledgeable. Quality assurance entails focusing on the outcome rather than the inputs of the schools. Quality education is determined by how well schools are administered, not by the resources available or the learning process; the school principal is responsible for providing a learning environment for pupils. The principal's conduct is imperative for the school because it turns organization; institutions produce disparities in what pupils learn (Bredeson, [1985](#)).

Principal Leadership Skills

Every organization's performance relies heavily on its leadership. Schools, like other organizations, require leadership to improve many aspects (Niqab et al., [2019](#), p. 67). Principal leadership skills include maintaining community principles, generating creative plans, communicating clearly, having good interpersonal skills, and being technically and behaviorally competent. Furthermore, Niqab ([2015](#)) states

that the most important leadership talents are interpersonal skills, knowledge of human behavior, teamwork, and the capacity to understand the mindset, manner, and intention of others in order to communicate realistically and successfully with them. According to Richter et al. (2012), leadership qualities encompass transformational, organizational, and behavioral abilities.

Dimensions Principal Leadership Skills

- 1) **Transformational Leadership Skills:** Transformational leadership qualities are those that engage and motivate individuals to be enthusiastic and willing to make shared decisions while assuming responsibility for learners' accomplishments (Leithwood & Jantzi, 1997; Richter et al., 2012). Transformational management is a recently presented concept in the field of instructional management that should respond to schools' evolving needs by producing excellent teachers and empowered staff (Leithwood & Jantzi, 2006; Gkolia et al., 2014).
- 2) **Organizational Leadership Skills:** Organizational leadership skills consider as to the day-to-day labor of ensuring that individuals follow set of laws, communicating with stakeholders, and maintaining a secure workplace (Miller 2003). These skills and regulations provide educators with tools while also fostering cohesion across decision-making and goals, which leads to good school performance.
- 3) **Behavioural Leadership Skills:** Behavioral leadership skills entail creating a high-quality work environment in an institution, such as assisting staff in assisting and maintaining a school management system, informing students about improvements in social/behavioural skills, and frequently educating employees, students and parents about the school environment (Richter et al., 2012).

Principal Leadership Skills and School Effectiveness

The principal serves as an organizational head, supervisor, community relations officer, instructional leader, curriculum designer, and planned revolutionist in the learning arrangements. According to Richter (2006), three types of leadership qualities, transformational, behavioral, and organizational, are important in improving school performance. Furthermore, Duze (2011) found a significant relationship between principal leadership skills and school usefulness. Furthermore, Kythreotis et al. (2010) found that one of the most important aspects of effective school performance is the talents of educational leaders and their right application in the classroom. Furthermore, Brown and Mitillo (2016) stated that school principals should be diligent observers and evaluators of teachers' instruction, providing constructive comments. Furthermore, Ross and Gray (2006) discovered that principal leadership qualities are critical components for optimal school performance. They went on to say that the principal should be able to reform a school while also maintaining a school vision through a combination of transformational, behavioral, and organizational leadership qualities. Furthermore, Hoy and Miskel (2000) stated that a successful and effective principal must exhibit interpersonal, cognitive, operational, managerial, and, most importantly, task-oriented behaviors inside the company. The principal should be able to grasp the problem, know how to solve it, and successfully manage and communicate (Haq, 2011). These qualities of the principle encourage competition among teachers, students, and the whole school environment, resulting in coworkers supporting one another in various jobs, solving each other's problems, and sharing ideas with

one another for the effective operation of schools. A competent and experienced leader may effectively deploy capital to achieve the organization's desired outcome (Akinola, [2016](#)).

Principal leadership abilities foster a positive learning environment by emphasizing the importance of school culture, assessment of learning, intellectual performance, international communication, teacher and student behaviour, and family and community (Piaw et al., [2014](#)). Furthermore, Peterson and Van Fleet ([2004](#)) claimed that highly effective school leaders possess decision-making authority, clear communication skills, adaptable behavior, and effective administrative abilities. Similarly, Richter ([2006](#)) argued that school effectiveness could only be achieved when the school leader possesses transformational, organizational, behavioural, and management abilities, which can then be implemented following a situational analysis. Furthermore, Sirinides et al. ([2009](#)) stated that principal leadership has a favorable result on the school learning environment, resulting in successful school performance and high-level student learning outcomes. Furthermore, Principal leadership abilities are required for the success of students' learning. Akinola ([2016](#)) stated that principals serving in secondary schools have an elevated degree of leadership abilities, although some studies have indicated that principal leadership skills are not up to par owing to issues with school workers. He went on to say that the school's poor performance is due to a variety of issues other than the principal. Alam (2012) observed that in Pakistan, teachers are often elevated to the role of principal without receiving sufficient professional development training, resulting in lower school performance. Transformational leadership qualities empower organization members to work hard on shared decisions and embrace responsibility for student accomplishment (Richter et al., [2012](#)).

Effective transformational leadership methods empower school workers to go above and beyond to improve school success (Leithwood et al., [2004](#)). They investigated the effects of transformational leadership on the results of organizational contexts and student accomplishment and discovered that transformational leadership improves teacher performance and student learning outcomes, hence making schools more effective. Furthermore, Lethwood ([1994](#)) discovered that proper implementation of transformational leadership skills, such as positive ideas, goals, and expectations; empowering people through various forms of assistance, cerebral development, and modelling practices; and organizational reorganization through culture, composition, and policies adopted, causes an increase in overall academic confidence. Cheng ([1997](#)) stated that for each tough circumstance in the organization and school environment, the principal must use various abilities to quickly address the problem and make the school environment more beneficial for student learning. Richter ([2006](#)) identifies three distinct leadership domains: transformative, managerial, and teaching, all of which play a positive impact on educational advancement. The role of the principal is powerful in schools, and principals must have the necessary abilities to enable school workers to actively participate in imparting quality education and school achievement in accomplishing the school head's desired objectives (Schlechty, [1990](#)). As a result, it has been established that effective school performance is dependent on the competencies and abilities of the school principal. Principal leadership is the key to school success and student academic achievements, but students' poor academic performance in external examinations raises questions about whether the principal possesses leadership skills. Furthermore, "Public schools may have a greater need for further study to develop implications for improvements" (Hanson et al., [2021](#), p. 272). As a result, the purpose of

this study is to determine if subject specialists believe high school administrators have leadership abilities and to examine the relationship between principal leadership skills and school success in secondary schools in District Dir, Lower Khyber Pakhtunkhwa, Pakistan.

Theoretical Framework

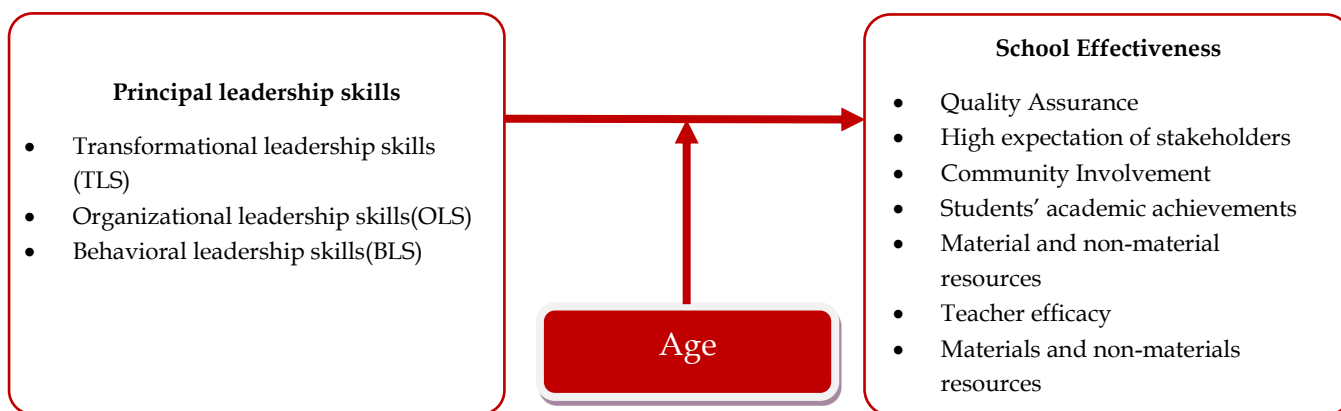
This study is based on the concepts developed by Richter et al. (2012), House (1970), and Ali (2017). These researches indicated that a strong leader is one who has the authority to decide how efficiently their subordinates may reach their goals and remove any hurdles to achieving the aim of the follower movement. Furthermore, in order to attain the school's desired goals, the principal may use a variety of tactics and approaches. House (1970) also claimed that the principal of the school has the ability to remove hurdles to accomplishing school goals that teachers face.

Conceptual Framework

Principal leadership skills, such as transformational, behavioral, and organizational leadership, are beneficial to school success (Richter, 2006). In this study, leadership skills include organizational skills, transformational skills, and behavioral skills, whereas school effectiveness includes quality assurance, high stakeholder expectations, community participation, learners' academic achievements, teacher effectiveness, materials and non-material.

Figure 1

Conceptual framework



Methodology

Research Design

The current study design is correlational, having three variables: principal leadership skills independent variable, school effectiveness dependent, and gender as moderator.

A correlational research strategy is used to determine how and to what extent variables are connected to one another (Seeram, 2019). Correlational research design is used to determine the relationship between two or more variables or to evaluate the degree to which the variables are connected.

The quantitative approach was used in the current investigation since it allows the researcher to generalize the conclusion of the study based on the entire sample population.

Population and Respective Sampling Procedure of the Study

The current target population consisted of 272 topic specialists working at higher secondary schools in Districts Dir Lower. A sample of 212 subject specialists was selected (Krejcie & Morgan, 1970; Niqab, 2015). Details are given in Table 1.

Table 1

Population and selected sample size of the respondents

Strata	No Higher Secondary Schools	No of Subject Specialists(population)	Sample size according to Krejcie-Morgan 1970.
Dir lower	53	272	212

(KPEMA, KPESE 2019-20)

Data Collection Tool

A closed-ended survey instrument was utilized to gather data. Principal leadership skills are comprised of three leadership dimensions: transformational leadership skills (TLS), behavioral leadership skills (BLS), and organizational leadership skills (OLS). The chosen questionnaire of Niqab (2015) and Richeter et al. (2012) was utilized for data collection and measured on a five-point Likert scale beginning with (1) strongly disagree, (2) disagree, (3) slightly agree, (4) agree, and (5) strongly agree. School effectiveness is divided into six sub-dimensions: (i) high stakeholder expectations, (ii) quality assurance, (iii) community involvement, (iv) students' academic achievements, (v) teacher efficacy, and (vi) materials and non-material resources. This part of the questionnaire has been adopted from Ali (2017.) with permission and has been measured on seven Likert scales: never, almost never, seldom, sometimes, frequently, almost always and always.

Table 2

Reliability of the instrument

Principal leadership skills-Sub dimension	Cronbach alpha
TLS	0.86
OLS	0.67
BLS	0.78
School Effectiveness -Sub dimension	Cronbach alpha
HES	0.79
MNR	0.76
CL	0.70
SAA	0.69
TE	0.79
QA	0.78

Table 2 highlights values of the internal reliability of the sub-dimensions used in research instruments. All indices are within the threshold range. Hence research instruments are reliable for data collection.

Table 3

Demographic profile of the respondents (N=212)

Demographic Characteristic	Frequencies	% Percentage
Gender		
Male	139	65.0
Female	73	34.0
Age		
25-30	42	19.8
31-35	43	20.3
36-40	71	33.5
More than 40	56	26.4
Professional qualification		
CT	8	3.8
B.ED	34	16.0
Other	26	12.3
Academic qualification		
Master	173	81.6
M Phil	33	15.6
Other	06	2.8
Teaching Experience		
Minimum than one year	12	5.0
1 to 5 years	73	34.0
6 to 10 years	47	22.0
11 to 15 years	41	19.0
16 to 20 years	34	16.0
Above than 20 years	5	2.6

According to Table 3, 139 male subject specialists (65%) and 73 female subject specialists (34%) participated in this study. In terms of age, 42 subject specialists (19.8%) were between the ages of 25 and 30, 43 (20.3%) were between the ages of 31 and 35, 71 (33.5%) were between the ages of 36 and 40, and 56 (26.4%) were over the age of 40. In terms of professional qualifications, 08 topic specialists (3.8%) were CTs, 34 subject specialists (16.0%) had B.Ed. degrees, 127 subject specialists (67.9%) had M.Ed. degrees, and 26 subject specialists (12.3%) had other degrees. According to academic qualifications, 173 respondents (81.6%) had a Master's degree, 33 respondents (15.6%) had an M.Phil., and the other 06 respondents (2.8%) had other degrees. In terms of experience, 5.7% of subject specialists have less than one year of experience, 34.4% have (01 to 05) years of experience, 22.2% have (06 to 10) years of experience, 19.3% have (11 to 15) years of experience, 16.0% have 16 to 20 years of experience, and only 2.4% have more than 20 years of experience.

Data Analysis

RQ 1: Is there a significant relationship between Principal leadership skills and the effectiveness of higher secondary schools?

Table 4

Relationship between PLS and its sub-dimensions (N=212)

Variables/Dimensions	TLS	OLS	BLS	PLS
TLS	1	.562**	.642**	.906**
		.000	.000	.000
OLS	.562**	1	.558**	.821**
	.000		.000	.000
BLS	.642**	.558**	1	.812**
	.000	.000		.000
PLS	.906**	.821**	.812**	1
	.000	.000	.000	

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

Table 4 results show that there is a significant and high correlation between principal leadership skills and its sub-dimension TLS ($r=0.986$, $n=212$, $p=0.000$), followed by another high correlation between PLS and OLS ($r=0.821$, $n=212$, $p=0.000$), and a significant and high correlation between PLS and its sub-dimension BLS ($r=0.812$, $n=212$, $p = 0.000$).

Table 5

Correlations between SE and its sub-dimensions (N=212)

Variable/Dimensions	HES	MNR	CL	SAA	TE	QA	SE
HES	1	.392**	.376**	.372**	.382**	.470**	.721**
		.000	.000	.000	.000	.000	.000
MNR	.392**	1	.276**	.333**	.294**	.395**	.631**
	.000		.000	.000	.000	.000	.000
CL	.376**	.276**	1	.451**	.234**	.269**	.588**
	.000	.000		.000	.001	.000	.000
SAA	.372**	.333**	.451**	1	.439**	.484**	.718**
	.000	.000	.000		.000	.000	.000
TE	.382**	.294**	.234**	.439**	1	.518**	.733**
	.000	.000	.001	.000		.000	.000
QA	.470**	.395**	.269**	.484**	.518**	1	.765**
	.000	.000	.000	.000	.000		.000
SE	.721**	.631**	.588**	.718**	.733**	.765**	1
	.000	.000	.000	.000	.000	.000	

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

Table 5 shows that there exists a high and significant correlation between school effectiveness and QA ($r=0.765$, $n=212$, $p=0.000$), followed by another high and positive significant correlation between SE and TE ($r=0.733$, $n=212$, $p=0.000$), and finally another high and significant correlation between SE and HES ($r=0.721$, $n=212$, $p=0.000$). Continuing the same procedure as for SE and SAA, this correlation also demonstrates a statistically high correlation ($r=0.718$, $n=212$, $p=0.000$). Another strong association appears between SE and MNR ($r=0.631$, $n=212$, $p=0.000$), followed by a considerable and high correlation between SE and CL ($r=0.588$, $n=212$, $p=0.000$).

Table 6

Correlations between SE and sub-dimensions of PLS (N=212)

Variable/Dimensions	TLS	OLS	BLS	PLS	SE
TLS	1	.562**	.642**	.906**	.488**
		.000	.000	.000	.000
OLS	.562**	1	.558**	.821**	.587**
	.000		.000	.000	.000
BLS	.642**	.558**	1	.812**	.513**
	.000	.000		.000	.000
PLS	.906**	.821**	.812**	1	.613**
	.000	.000	.000		.000
SE	.488**	.587**	.513**	.613**	1
	.000	.000	.000	.000	

Table 6 shows that there is a significant and strong connection between SE and PLS ($r=0.613$, $n=212$, $p=0.000$). In addition to this, there is a high and noteworthy correlation between SE and OLS ($r=0.587$, $n=212$, $p=0.000$), as shown in Table 6. A high and substantial association was discovered between SE and BLS ($r=0.513$, $n=212$, $p=0.000$), followed by a moderate relationship between SE and TLS ($r=0.488$, $n=212$, $p=0.000$).

RQ 2: Is there an influence of principal leadership qualities on school effectiveness, and which determinant has a greater impact?

Table 7

Coefficients (N=212)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations			Co linearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial Part	Tolerance	VIF		
	(Constant)	3.06	.211				14.53	.000	2.7	3.48			
1	OLS	.224	.073	.302	3.05	.003	.08	.369	.587	.207	.16	.292	3.42
	BLS	.120	.083	.140	1.45	.149	-.04	.282	.513	.100	.07	.305	3.28
	TLS	.127	.071	.132	1.79	.075	-.013	.268	.488	.123	.09	.528	1.89
	PLS	.255	.143	.252	1.78	.075	-.026	.536	.613	.123	.09	.145	6.91

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations			Co linearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
(Constant)	2.847	.244		11.65	.000	2.37	3.33						
2	OLS	.228	.073	.307	3.11	.002	.084	.372	.587	.212	.17	.292	3.42
	BLS	.119	.082	.139	1.45	.150	-.043	.281	.513	.100	.08	.305	3.28
	TLS	.131	0.07	.135	1.84	.067	-0.01	.271	.488	.127	.09	.528	1.89
	PLS	.261	.142	.258	1.843	.067	-.018	.541	.613	.127	.09	.145	6.92
	Catg	.136	.078	.094	1.753	.081	-.017	.290	.025	.121	.09	.988	1.01

a. Dependent Variable: SE

Table 7 shows that organizational leadership skills (OLS) have a substantial effect on school effectiveness (SE) ($\beta=.302$, $p=0.003$), while the remaining PLS sub-dimensions have an insignificant effect on school effectiveness. OLS is the only sub-dimension that contributes to increased school effectiveness.

RQ 3: Does the demographic variable gender serve to act as a moderator for the association between PLS and SE?

A Linear regression technique was employed to investigate the gender role as a moderator in the link between PLS and SE, and the findings are summarized in Table 7, with two models shown. In model-1, the influence of PLS and its sub-dimensions (TLS, OLS, and BLS) has been illustrated, with OLS influencing School effectiveness (SE), while the rest of the sub-dimensions have a minor effect on SE. Gender (Categ) was incorporated in Model 2 to assess its role as a moderator. Gender has an impact in some situations but not in others. Gender does not significantly impact the association between PLS and its sub-dimensions and school performance ($\beta=.094$, $p=0.081$).

Discussion and Conclusion

This present study examined the relationship between principal leadership skills and discovered that principal leadership skills had a very high correlation with its sub-constructs (BLS, OLS, and TLS). Among these associations, PLS has a considerable relationship with TLS (transformational leadership skills), followed by OLS (organizational leadership skills), and finally, BLS (Behavioural Leadership Skills). The current study's results are comparable to those of Niqab (2015). Similarly, the association between school effectiveness and its sub-dimensions was observed, and the results suggest that there is a strong and substantial association between school effectiveness and sub-dimensions. A strong association exists between SE and quality assurance, followed by teacher efficacy, high stakeholder expectations, student accomplishment, and, finally, community involvement. The current research findings are equivalent to those of Ali (2017). The association between Principal leadership skills and school effectiveness was also examined, and the findings suggest that while all of the principal's skills possess an elevated correlation with school effectiveness, organizational leadership has a highly significant relationship. A comparable study conducted by Duze (2011) indicated a positive correlation between principal leadership qualities and school success. Effective leadership and school administration may readily achieve the organization's

desired goals (Kytherotis et al., [2010](#)). Furthermore, a study conducted by Alam (2012) in Pakistan found that instructors are promoted to principal positions without assessment or experience, resulting in worse school effectiveness. Similarly, Khan ([2013](#)) stated that poor school performance in Pakistan is caused by a lack of professional development opportunities for school principals and teachers.

The study's findings also revealed that organizational leadership skills have a considerable influence on school performance; however, the remaining leadership abilities, such as behavioral and transformational leadership, had a minor influence. As a result, organizational leadership is the only factor of PLS that has an impact on Pakistani schools. Akinola Oluwatoyin ([2016](#)) did research on principal leadership skills and school effectiveness in Nigeria and concluded that principal leadership has an impact on school effectiveness. Furthermore, the respondent's control variable gender was tested for moderating effects using multiple regressions. Gender has been found to have no significant effect on the link between PLS and SE. The study's conclusions are consistent with the findings of Niqab ([2015](#)), who concluded that there is no significant effect of gender as a moderating variable on the association between principal leadership skills and intellectual capital of secondary school teachers.

Conclusion

The present study found that principals in Pakistan had very limited professional possibilities for career advancement. There are very limited budgets for teacher education and professional development. "The Ministry of Federal Education and Professional Training provided an amount of Rs.2.21 billion, in FY 2016, for ongoing and new projects in the public sector development program" (Niqab et al., [2020](#), p. 9). In Pakistan, principals are frequently promoted from teacher positions despite lacking relevant leadership qualities and knowledge. Training and development are widely accepted as imperative practices in human resource management (HRM) because they improve job setting and worker performance, promote mutual respect, and advance the institute's level (Ahmad et al., [2014](#); Khan et al., [2022](#), p. 220). Principals must receive sufficient training and professional development. They must develop leadership abilities and apply them in educational institutes to improve education in Pakistan.

Recommendations

- 1) For quality education and school effectiveness, it is advised that school heads receive advanced level in-service leadership training on a regular basis to increase their professional growth, which will undoubtedly result in change in schools and quality education.
- 2) To contribute to the body of knowledge, future research should focus on principals' leadership qualities, school culture, and school performance in the Pakistani setting.

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