

Examining The Prospects of Positive Leadership Within The Educational Landscape of Punjab Schools. A Qualitative Inquiry

Dr.Shumaila Mansha

Visiting Faculty University of The Punjab

EMAIL: shumailamunir33@gmail.com

Naheed Anjum

PhD Scholar

Lahore College For Women University

EMAIL: naheedanjum63@gmail.com

Abstract

This qualitative research was conducted on successful school leaders in Punjab to understand their practices, perceptions, leadership styles, and personality traits. The main purpose of the research was to identify the challenges they face and how they deal with them using effective leadership strategies and skills. Using the purposive sampling, technique participants were selected on the base of their abilities and extraordinary performance. Semi-structured interviews were used as data gathering too to gain deep insights. Thematic analysis revealed that innovative, collaborative, and student-centered transformational leadership styles are crucial. Additionally, teacher empowerment, community engagement, effective use of technology, and focus on teacher well-being and resource management significantly contribute to positive and effective leadership. These findings highlight key strategies for fostering successful leadership in schools.

Introduction

Effective leadership is widely acknowledged as essential to promoting academic performance and positive school environments in the modern educational landscape. Zaini et al,(2023) stated that any education level can be improved with the help of effective leadership.

Leadership in schools is crucial in determining educational outcomes and supporting the comprehensive development of students.

Abella et al,(2024) shared in their study that effective leadership has a strong impact on actionable strategies of the good school

This is especially relevant in the specific context of Punjab, Pakistan, where educational institutions encounter distinct problems and possibilities. Raza et al,(2023) narrated in their study that profound leadership can guide in dealing with problems and issues within the institutions effectively.

The idea of positive leadership has acquired worldwide recognition, highlighting the importance of leaders who can inspire, encourage, and establish a favorable environment for learning and development. Positive leaders achieve milestones for their institutions (Kilg et al.,2023)

Though a lot of studies on positive leadership have been conducted internationally, there remains a significant gap in understanding its application and impact within the specific socio-cultural and educational context of Punjab

The study of positive leadership, which encompasses qualities like emotional intelligence, resilience, and integrity, has been extensively conducted in several worldwide contexts.

The significance of leaders who can adjust to evolving conditions, successfully interact with their teams, and cultivate a culture of ongoing enhancement is emphasized in the studies conducted by Northouse (2021)

Good positive leadership always contributes to enhancing the motivation of students to learn. Bass and Riggio (2020) established in their study that transformational leadership has been associated with increased levels of motivation and commitment among followers. Good and successful leaders are those who have empathy for their students. Eva et al. (2021) have established in their study that the principles of servant leadership, which prioritize empathy, listening, and stewardship, improve team cohesion and productivity.

In the context of Pakistan, particularly in Punjab, there is a necessity for more localized research to comprehend the manifestation and efficacy of these leadership styles in the distinctive educational environment. Shafi et al. (2022) have initiated an investigation into the practices and perceptions of school administrators in Punjab. Their research indicates that, despite the increasing prevalence of transformational and distributed leadership styles, there is still a significant prevalence of traditional, hierarchical approaches.

This reliance often leads to challenges in fostering a collaborative and inclusive school culture. Furthermore, there is limited research on how personality traits essential for positive leadership, such as emotional intelligence and resilience, are developed and valued among school leaders in Punjab.

The impact of school leaders on student outcomes is extremely significant. Efficient leadership is essential for establishing a conducive atmosphere that promotes intellectual, social, and emotional growth among students.

Therefore, the current study aims to examine the prospects of positive leadership within the educational landscape of Punjab schools through a qualitative inquiry. The study will contribute to a deeper understanding of how positive leadership can be nurtured and its potential impact on student development and school performance.

Furthermore, by exploring the perceptions, practices, and challenges faced by school leaders in this region, this study will provide valuable insights into how positive leadership can be effectively implemented to enhance educational outcomes.

Statement of the Problem

Although the importance of positive leadership in improving educational outcomes is increasingly acknowledged, there is still a lack of understanding regarding the specific application of these leadership approaches within the distinct socio-cultural and educational environment of Punjab, Pakistan.

The current body of research primarily concentrates on educational settings in the Western world, resulting in a lack of localized studies that examine the unique difficulties and dynamics encountered by school administrators in Punjab.

Many schools are still primarily using traditional, hierarchical leadership styles, which may impede the implementation of more collaborative and transformative leadership approaches that have been successful in other places.

Furthermore, there is a shortage of comprehensive understanding regarding the fundamental personality traits necessary for effective leadership and the methods by which these attributes can be nurtured among educational leaders in Punjab.

It is essential to address these deficiencies in order to establish methods that can improve school leadership, enhance student results, and provide a supportive and inclusive school climate in this region.

Objectives:

1. To assess the perceptions of school leaders in Punjab regarding the concept of leadership in the school context.
2. To explore the prevailing leadership styles considered most effective within the educational landscape of Punjab.
3. To identify the key personality traits essential for positive school leadership.
4. To identify the challenges faced by the educational leaders within the school context
5. To investigate effective approaches for proficiently managing diverse challenges by school leaders.
6. To recommend positive leadership practices for future leaders.

Research questions

- 1) What are school leaders' perceptions in Punjab regarding the concept of leadership in the school context?
- 2) What are the prevailing leadership styles considered most effective within the educational landscape of Punjab?
- 3) What are the personality traits essential for positive school leadership?
- 4) What challenges are the educational leaders facing within the school context?
- 5) What are the effective approaches for proficiently managing diverse challenges by school leaders?

Significance of the Study

There are various reasons why this research is important. Initially, the aim is to close the knowledge gap between global studies on positive leadership and its implementation in Punjab's educational framework.

This study aims to enhance our understanding of the specific ways in which various leadership styles and personality traits influence school performance and student development in Punjab. By offering localized insights, it provides a more detailed and nuanced perspective on this subject.

Furthermore, the results of this study provide valuable insights for the formation of specialized training initiatives for educational administrators, with a specific emphasis on fostering the essential qualities and competencies required for successful and constructive leadership.

This is especially crucial considering the particular difficulties Punjab's educational institutions encounter, like lack of resources and resistance to reforms.

Additionally, this research offers practical suggestions for developing a supportive leadership culture in schools to legislators, school administrators, and practitioners.

These suggestions can facilitate the establishment of supportive, collaborative, and efficient learning environments that foster both academic performance and the comprehensive development of students.

This study aims to inspire further research and dialogue on improving educational leadership in similar contexts by highlighting the challenges and successes of current leadership practices in Punjab. Ultimately, it seeks to contribute to the global discourse on educational improvement and student success.

Literature Review

Leadership

Leadership is a multifaceted concept that encompasses the ability to influence and direct individuals or groups toward common goals.

According to recent studies, successful leadership involves more than just exercising authority it also entails creating a supportive and inspiring atmosphere (Northouse, 2021).

Leaders are considered visionaries who give direction and motivate others to aim for perfection.

Yukl (2020) asserts that leadership is characterized by a dynamic interplay among the leader, followers, and the surrounding environment. This emphasizes the significance of being adaptable and having situational awareness in order to be an effective leader.

Defining Leadership

Leadership is commonly defined as the act of exerting influence on others to foster a shared understanding and agreement on tasks and methods, while also supporting the combined efforts of individuals and groups to achieve common goals (Daft, 2021).

This definition emphasizes the simultaneous attention that leadership gives to both the interpersonal aspects and the achievement of objectives.

Moreover, Robbins and Judge (2020) highlight that leadership is a social impact process that takes place inside a group setting, necessitating leaders to have proficient interpersonal skills and emotional intelligence.

Different Leadership Styles

Multiple leadership styles have been discovered and examined for their influence on organizational performance.

Transformational Leadership

Transformational leadership entails the act of inspiring and motivating followers to beyond their personal interests in order to benefit the organization.

This style of leadership emphasizes the development of a vision and the cultivation of an environment in which employees are motivated and dedicated to the attainment of organizational objectives.

This style is distinguished by four essential elements: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2020).

Transformational leaders are noted for their capacity to bring about major change by connecting their team's beliefs and goals with those of the institution.

Transactional Leadership

Transactional leadership is based on clear rules, awards, and punishments.

Leaders with this style use a system of rewards and punishments to keep their followers in line, focusing on success and following the rules (Podsakoff et al., 2021).

This approach works well for achieving short-term goals and preserving operational efficiency. Transactional leaders ensure that responsibilities and expectations are well defined, which is especially useful in stable and predictable organizations.

Servant Leadership

The needs of followers come first in servant leadership, which stresses empathy, listening, and care. This leadership style is founded on the principle that leaders are primarily servants who strive to fulfill the needs of their team members (Eva et al., 2021).

Being a servant leader means caring about the growth and well-being of your workers and the communities they live in.

This method has been shown to build strong company values, make workers happier, and encourage them to act in an honest way.

Distributed or Participative Leadership

Distributed leadership entails the delegation of responsibility and the cultivation of a sense of ownership among the staff.

This approach promotes the sharing of leadership responsibilities throughout several ranks of the company since it understands that leadership is a group endeavor (Harris & Spillane, 2020).

Distributed leadership is especially beneficial in educational contexts, where collaborative decision-making can boost academic performance and innovation.

Important Personality Traits of Positive Leaders

Positive leadership is frequently linked to particular psychological characteristics that allow leaders to effectively lead and motivate their team. Goleman's (2020) research highlights the significance of emotional intelligence, encompassing self-awareness, self-regulation, motivation, empathy, and social skills.

Resilience, honesty, and humility are essential qualities that leaders must possess in order to effectively handle difficulties and establish trust with their followers (Judge et al.,

2021). These characteristics empower leaders to uphold a positive and ethical leadership style, establishing a supportive and productive workplace culture.

Educational Leadership

Leadership is crucial in schools because it shapes the academic and social surroundings of the schools. Leithwood et al. (2020) say that good school leaders can set high standards, create a goal for the school, and make the school culture strong.

According to Hallinger's (2021) findings, effective school leaders prioritize instructional leadership, which encompasses establishing explicit educational objectives, overseeing the curriculum, and fostering a conducive learning atmosphere.

This form of leadership is crucial for promoting school advancement and improving student results.

Role of Good Leaders in School Performance

Effective leaders have a substantial influence on school performance by creating a favorable atmosphere that promotes learning and development.

The research conducted by Day et al. (2021) demonstrates that competent school leaders have a significant influence on student accomplishment by affecting the overall atmosphere of the school, motivating teachers, and improving teaching methods.

These leaders utilize data to guide decision-making, facilitate teacher growth, and interact with the wider school community.

Louis et al. (2021) also shared that schools with strong leadership tend to have better levels of teacher collaboration, job satisfaction, and overall school performance. This shows how important leadership is for educational success.

Positive Leadership and Students' Positive Development

Positive leadership is essential for creating an environment that encourages students' positive growth. According to a study conducted by Day et al. (2021), leaders who demonstrate empathy, encouragement, and ethical conduct establish a school environment that fosters pupils' academic and personal development.

Effective leaders take the initiative in creating a clear vision that prioritizes comprehensive growth, ensuring that academic accomplishments are enhanced by cultivating social and emotional abilities (Louis et al., 2021).

These leaders establish initiatives and strategies that foster a nurturing and all-encompassing school environment, where students have a sense of worth and are driven to succeed.

This method not only helps students' academic performance but also boosts their self-esteem, resilience, and overall well-being, resulting in a more engaged and successful student population (Leithwood et al., 2020).

In addition, effective leadership promotes cooperation among educators and personnel, cultivating an environment where the most effective methods for student growth are exchanged and continuously implemented.

Methodology

Research paradigm

This study is based on a qualitative interpretative research paradigm, which focuses on investigating and comprehending complex phenomena within their natural setting.

The interpretative paradigm of this study is in line with its objective to reveal the fundamental dynamics and contextual elements that impact leadership in schools.

This study aims to enhance comprehension of positive leadership in the sociocultural and educational context of Punjab by employing a qualitative research methodology. It tries to offer comprehensive and extensive insights into the subject matter.

Considering the emphasis on investigating the viewpoints, encounters, and difficulties faced by educational administrators in Punjab, a qualitative methodology is especially appropriate.

Semi-structured interviews provide a thorough examination of individual viewpoints, enabling the acquisition of nuanced insights into leadership practices and issues.

Population

The population of any study is a larger group which refers to a group of individuals with specific characteristics relevant to the research questions and objectives and from which the sample of any study is obtained (Creswell,2021)

The study population consists of accomplished school administrators from high-achieving educational institutions in Punjab.

Sample

The study used purposive sampling to select individuals who are most likely to give rich, relevant, and informative data about positive leadership practices. Rehman et al, (2023) stated that purposive sampling technique is most effective in terms of objectives.

The sample procedure was selected to specifically include only school leaders who have proven achievement in their roles and whose institutions are acknowledged for their outstanding performance.

The selection criteria included the school's academic achievements, reputation, and awards or recognitions obtained.

The study's goal in focusing on these excellent leaders is to better understand the specific characteristics, behaviors, and methods that contribute to successful leadership in Punjab's educational landscape.

Instrumentation

The major tool for data collection in this study was open-ended, semi-structured interviews. The purpose of selecting this approach was to enable a thorough investigation of the participants' perspectives, experiences, and realizations about effective leadership in educational environments. Belina, (2023) narrated that a semi-structured interview is an effective tool for understanding any point of view in detail.

Semi-structured interviews offer a versatile format that enables a thorough exploration of particular subjects, while also granting respondents the liberty to articulate their ideas and provide elaborate accounts.

This method ensures that the interviews encompass the primary areas of interest while also capturing the distinctive perspectives and contextual nuances of each school leader.

The open-ended nature of the questions prompts participants to expand upon their experiences and difficulties, resulting in a thorough comprehension of leadership methods and their influence on school achievement.

Validity and reliability

In order to establish the validity and reliability of the study, the research instruments were subjected to validation by three experts in the relevant field. These experts carefully examined and improved the interview questions to ensure that they effectively and accurately addressed the research objectives. A couple of changes were made in the light of validation.

The use of open-ended semi-structured interviews facilitated a comprehensive examination of participants' viewpoints regarding positive leadership.

The reliability of the study was upheld by consistently applying the interview process and doing systematic data analysis. Multiple researchers coded the data to ensure uniformity and minimize bias. Karunarathna et al.(2023) stated that the success of any study depends upon the validity and reliability of the instrument.

Ethical consideration

Ethical considerations were strictly followed throughout the investigation to ensure the protection and respect of the subjects.

All participants provided informed consent, which clearly stated the aim and procedures of the study, as well as their freedom to withdraw at any moment without facing any consequences.

To protect confidentiality, participant data was anonymized and all records were securely stored. Participants were guaranteed that their answers would only be utilized for research and presented collectively to avoid any possible harm or violation of privacy. Furthermore, the study was carried out following ethical protocols.

Data collection

Data was collected through face-to-face scheduled interviews and, in certain instances, through the use of Zoom, which provided flexibility and convenience in contacting participants. Prior arrangements were made to schedule interviews, ensuring that individuals were available and willing to participate in the study.

Both face-to-face and Zoom interviews were recorded with the participants' approval, guaranteeing precise and thorough recording of their responses. This dual method allowed for comprehensive data gathering while also considering the different preferences and situations of the participants, thereby enhancing the strength and depth of the collected data.

Data analysis

Demographic Details of Positive Leaders

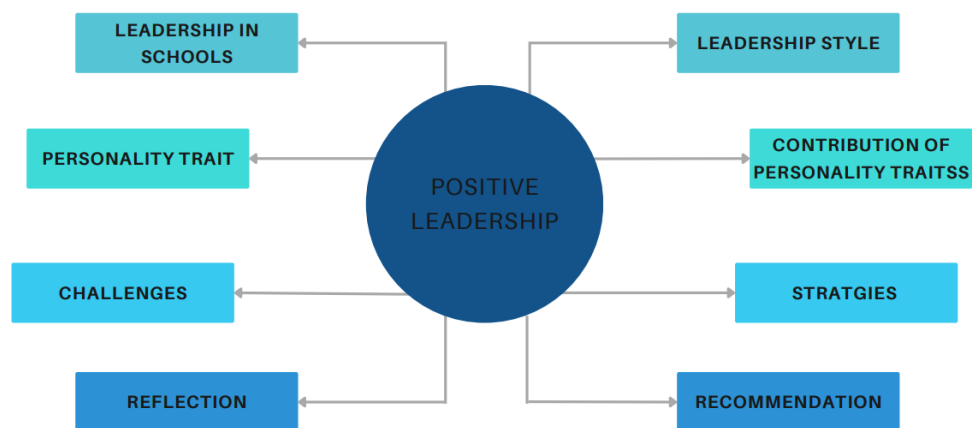
Serial No	Institution	Sector	Qualification	Experience
1	BEACON HOUSE	PVT	Ph.D.	17 years
2	AMERICAN LYCETUFF	PVT	M Phil	20 years
3	LGS	PVT	PhD	24 years
4	DPS	GOVT	PhD	23 years
5	GOVT COMPREHENSIVE	GOVT	M Phil	19 years
6	DAR-E-ARQAM	PVT	M Phil	16 years
7	PILOT SECONDARY	GOVT	M Phil	21 years
8	UNIQUE SCHOOL	PVT	PhD	23 years
9	LDA	GOVT	M Phil	12 years
10	GOVT SAEEDA BUT	GOVT	M Phil	10 years
11	GOVT CENTRAL MODEL	GOVT	PhD	25 years
12	THE EDUCATORS	PVT	M Phil	16 years

Themes

Serial number	Themes
---------------	--------

1	Leadership in schools
2	The Most Effective Leadership Style
3	Important Personality Traits
4	Contribution of Personality Traits
5	Challenges Faced by Leaders
6	Strategies to Deal with Challenges
7	Reflection as School Leader
8	Recommendations for Effective Leadership

POSITIVE LEADERSHIP IN SCHOOLS



Activate Win

Leadership in Schools

In the context of school leadership, guiding and inspiring a community of educators, students, stakeholders, and staff toward common goals is crucial. Effective school leaders emphasize the importance of fostering a positive school culture, promoting academic excellence, supporting professional development, and ensuring the overall well-being of everyone in the school community. They collaborate with stakeholders, make strategic decisions, and create a vision for continuous improvement.

“One of the leaders said, "Building a positive school culture is largely dependent on effective school leaders. They prioritize the well-being of students, educators, and staff, which is necessary for creating a nurturing environment” R1.

Another leader stated that "promoting academic excellence is at the core of our responsibilities. We aim to foster a nurturing environment that enables students to thrive intellectually, socially, and emotionally” R 5

A leader emphasized, “Supporting professional development is crucial,". There should always be ways for our teachers to learn and grow, ultimately improving the level of education as a whole” R4

One leader highlighted, “Our leadership is predicated on strategic decision-making and collaboration with stakeholders. We must collaborate to establish and execute a vision for ongoing improvement” R 7

In the context of Punjab, a leader remarked, “Leadership holds considerable importance because of its deep influence on educational results and community advancement.' Focusing

on educational reforms, community involvement, teacher empowerment, and inclusive education remains a primary concern”

Effective leadership style

In Punjab, educational leaders are crucial in cultivating a pleasant, inclusive, and supportive learning environment. In order to promote academic excellence and innovation while honoring the region's rich cultural heritage, leaders must possess a set of essential personality traits.

One leader stated that emotional intelligence is essential for school leaders. *“Comprehending and regulating personal and others' emotions contributes to the establishment of a harmonious and productive educational environment”* R12

A leader underscored the importance of respecting the cultural heritage and traditions of Punjab. *“Building a respectful and cohesive school environment is facilitated by the promotion of inclusivity and the appreciation of diversity”* R7

“ One leader underlined, *“Integrity is not something you can negotiate. Showing staff members and students honesty, openness, and ethical behavior helps them to follow suit.”*R8

One leader who reflected on innovation said, *“Visionary thinking honors traditional values while encouraging progress. Leaders must strike a balance between the need for innovation and cultural heritage preservation”* R2

Important personality traits

Developing a successful and vibrant school community in Punjab depends on good school leadership. Leadership effectiveness can be much improved by embracing fundamental personality attributes including emotional intelligence, empathy, respect, integrity, visionary thinking, effective communication, cooperation, adaptability, passion for learning, and humility.

“One of the leaders stated, ‘Embracing emotional intelligence enables me to establish a collaborative and inclusive leadership style. Understanding and managing emotions promotes strong, compassionate ties among the school community’ R5

According to another leader, *“I can foster empathy and create a positive school culture and community.” “Connecting with students, teachers, and staff from other backgrounds helps to foster a sense of belonging and support”* R6

A leader underlined the importance of respecting Punjab's cultural heritage and customs in order to drive academic success and creativity. *“Valuing diversity and inclusivity fosters an environment in which students and staff feel valued and motivated to succeed”*R10

A senior administrator said, *“Integrity is critical in supporting teacher professional development and growth.” “Honesty and ethical conduct establish trust within the school and serve as a positive example”*R4

Contribution of traits

Key personality attributes are a major advantage for effective school leadership in Punjab. Emotionally intelligent leaders can comprehend and control both their own and others' feelings, creating a welcoming and caring school climate.

Leaders who show empathy can connect with students, teachers, and staff, making everyone feel like they fit in and are supported. Respecting Punjab's traditions and cultural history can help students do well in school and come up with new ideas. It can also make everyone feel valued and inspired. Being honest and having integrity builds trust in the school community, which helps teachers grow and sets a good model.

Visionary thought, good communication, cooperation, flexibility, a love of learning, and humility are all qualities that make leadership even more effective and help the school community do well.

One of the leaders I stated, *“Collaboration is essential for fostering academic brilliance and innovation.’ Establishing collaborations with educators, students, parents, and the community amplifies the overall efficacy and scope of the school's programs”* R5

A leader stated, *“Adaptability enables me to maneuver through evolving conditions and requirements efficiently.’ Adaptability in leadership facilitates the resolution of obstacles and the exploitation of possibilities for advancement and enhancement”* R7

A leader emphasizes *“a passion for learning, characterized by a dedication to education and student achievement, motivates the entire school community to pursue excellence. It fosters a culture of perpetual learning and enhancement”* R9

Another leader underscored humility, stating, *“Acknowledging the significance of teamwork and recognizing the contributions of others cultivates a collaborative and supportive educational environment.’ It facilitates the development of a robust, cohesive community.”*R8

Reflections of leaders

Educational leadership in Punjab has evolved considerably over time, responding to the specific demands of the context. These advances signify a transformation in educational leadership methodologies, priorities, and practices.

One of the leaders stated, *“We have transitioned from traditional to transformational leadership, adopting collaborative and student-centered methodologies.’ This transition empowers instructors and students alike, cultivating a more inclusive educational atmosphere.”*R6

According to another leader, *“The transition from bureaucratic to innovative leadership has been critical.” We now promote flexibility and creativity in our approaches, enabling more responsive and relevant educational practices”* R11

A leader stated, *“Today, there is a heavy emphasis on student learning outcomes. We prioritize academic accomplishment and holistic development, ensuring that every student receives a high-quality education that suits their unique requirements”* R10

One leader stated, *“Teacher empowerment is now at the forefront. We recognize teachers as crucial partners and professional development is critical to improving educational quality.”*R12

A leader reflected on technological integration, stating, *“We use technology to better teaching and learning. This not only improves classroom experiences, but it also simplifies administrative procedures.”*R6

Challenges

Educational leaders in Punjab are paving the road for a more effective and inclusive educational environment by thinking strategically and working together. Educational leaders encounter a variety of issues that can have a substantial influence on their positions. These obstacles include reluctance to change, limited resources, teacher morale and retention, student behavior and discipline, parental participation, decision-making, and time management. Addressing these difficulties necessitates smart thinking, teamwork, and a strong dedication to student achievement.

One of the leaders stated, *“Resistance to change is a significant obstacle. Implementing new policies and changes is frequently met with hostility, making it difficult to foster success and creativity in the school”* R3

Another leader stated, *“Limited resources limit our capacity to provide the required support and growth opportunities for instructors and students. This impacts the overall level of instruction we can provide.”*R2

A leader emphasized *“Teacher morale and retention are crucial problems. High teacher turnover and low morale can disrupt the learning environment and significantly affect student achievement”* R6

One leader stated, *“Student behavior and discipline are ongoing challenges. Maintaining a healthy and conducive learning environment necessitates consistent and equitable disciplinary procedures.”* R5

Reflecting on parental involvement, a leader noted, *“Engaging parents in their children's education is essential but often challenging. Strong parental involvement can significantly enhance student achievement and support”* R4

A leader emphasizes *“the need to make informed and timely judgments. Balancing the demands of students, instructors, and the community while keeping to rules may be challenging”* R 7

Another leader said, *“Time management and prioritization are key. Effective time management and work prioritization guarantee that we can fulfill our objectives and efficiently assist the school community”* R 9

Strategies to Deal with Challenges

In order to be effective, school leaders in Punjab must employ a number of tactics. Leaders should take a student-centered approach, focusing on holistic development and inclusive learning settings while actively listening to students.

Building strong teams and empowering teachers promotes collaborative cultures, which improves the school environment and student results. Leading with emotional intelligence, self-awareness, and empathy promotes conflict resolution and trust among the school community. Continuous professional development ensures that leaders remain current on best practices and creative teaching approaches. Prioritizing educators' well-being via recognition, professional development opportunities, and mental health assistance keeps staff engaged and productive. Finally, using technology intelligently may improve teaching and learning while retaining crucial human relationships.

One leader stated, *“Embracing a student-centered approach is critical.” To meet the requirements of our students, we must prioritize holistic student development, provide inclusive learning environments, and actively listen to their perspectives”* R1

“According to another leader, *“Promoting collaborative cultures is critical. Building strong teams and supporting teacher empowerment may greatly improve the school atmosphere, resulting in greater outcomes for students”* R5

A leader emphasized the significance of emotional intelligence, saying, *“Leading with self-awareness and empathy allows us to effectively manage conflicts and build trust within our teams.” This fosters a supportive environment for both staff and students”* R3

One leader stated *“Staying current on best practices is critical to our progress. Engaging in continual professional development and networking allows us to learn about novel teaching approaches and leadership tactics”* R4

Another critical suggestion is to prioritize the well-being of educators. A leader observed, *“It is imperative to recognize the accomplishments of our teachers, provide growth opportunities, and support their mental health in order to maintain a motivated and effective staff”* R8

It is crucial to strategically leverage technology, as one leader noted *“We must use technology to enhance teaching and learning while ensuring that it does not replace the invaluable human interaction that is crucial in education”* R12

Recommendations by the Leaders

Leaders suggest focusing on the student to encourage all-around growth and welcome classrooms. They emphasize the significance of fostering strong teams and empowering instructors to enhance the level of school culture and student outcomes.

Self-awareness and empathy are essential components of emotional intelligence, which are essential for the development of trust and the solution of conflicts.

One of the leaders stated “*Ongoing professional development ensures leaders remain informed about optimal practices. Prioritizing educators' welfare via acknowledgment, professional development, and mental health assistance sustains a motivated workforce*” R9

Lastly, educational outcomes can be substantially improved by interacting with parents and the community. A leader stated, “*Our school's reputation is enhanced and student learning is enhanced by cultivating robust partnerships with parents, industry, and local communities.*”R7

Another leader shared “*By implementing positive ideas, school leaders in Punjab may successfully address the difficulties of their positions, encourage positive change, and improve the quality of education in their schools*” R2

Emphasizing a student-centered approach, encouraging collaboration, leading with emotional intelligence, staying current on best practices, prioritizing teacher well-being, using technology wisely, and engaging with the community are all critical steps toward creating a thriving educational environment.

Leaders may have a beneficial influence on their schools and the educational environment in Punjab by strategically using these techniques.

Discussion and conclusion

The history of educational leadership in Punjab demonstrates a considerable shift in response to the complicated needs of modern education.

Leaders are increasingly taking a more collaborative, innovative, and student-centered approach, moving away from old bureaucratic structures. These findings are aligned with the findings of the study conducted by (Fios et al,2024)

This transformation is critical not just for meeting the different needs of students, but also for creating an inclusive and supportive school atmosphere. These findings are aligned with the study conducted by (Schmitz et al., 2023)

The emphasis on teacher empowerment and professional development is critical because it recognizes teachers as major stakeholders in the educational process, thereby increasing their efficacy and work satisfaction. Dahiru et al,(2022) presented a similar perspective in their study.

Furthermore, the use of technology in education is revolutionizing teaching and learning methods. Effective leaders use technology to improve educational experiences while ensuring that it complements, not replaces, human connections. Schmitz et al, (2023) also presented this important part in their study.

Community involvement is another critical component of effective educational leadership because it develops collaborations that enrich the educational environment and improve student learning outcomes. These findings are consistent with the findings of (Eden et al.,2024)

By prioritizing teacher well-being and actively interacting with parents and the community, school leaders can provide a holistic and supportive atmosphere that promotes student achievement. Gorenwal et al, (2023) established similar perspective in their study.

In conclusion, educational leaders in Punjab are at a critical juncture when adopting creative and collaborative leadership methods is vital for addressing the difficulties of contemporary education.

Leaders may successfully improve educational quality in their schools by emphasizing student-centered methodologies, cultivating a collaborative culture, prioritizing teacher development, and interacting with the community.

The suggestions made emphasize the significance of community participation, technological integration, and emotional intelligence as essential elements of successful leadership.

The success and well-being of both students and teachers will be greatly impacted by leaders' capacity to adjust and put these techniques into practice as educational environments continue to change.

To address the difficulties of today's educational climate, leaders must maintain a commitment to professional development and keep up to date on best practices.

References.

- Abella, J., Kilag, O. K., Andrin, G., Tañiza, F. N., Groenewald, E., & Cordova Jr, N. (2024). Literacy Leadership in Elementary Schools: The Connections between Principal Practices and Reading Performance. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 2(1), 69-78.
- Bass, B. M., & Riggio, R. E. (2020). Transformational leadership. Psychology Press.
- Belina, A. (2023). Semi-structured interviewing as a tool for understanding informal civil society. *Voluntary Sector Review*, 14(2), 331-347.
- Daft, R. L. (2021). The leadership experience. Cengage Learning.
- Dahiru, A. S., & Gbolahan, K. O. (2022). Mediating role of teacher empowerment on the relationship between instructional leadership and school effectiveness. *International Journal of Academic Research in Business and Social Sciences*, 12(2), 514-528.
- Day, C., Gu, Q., & Sammons, P. (2021). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 57(2), 232-265.
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Parent and community involvement in education: strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences*, 6(3), 372-382.
- Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2021). Servant leadership: A systematic review and call for future research. *The Leadership Quarterly*, 32(1), 101478.
- Fios, F., Marzuki, M., Ibadurrahman, I., Renyaan, A. S., & Telaumbanua, E. (2024). Innovative Leadership Strategies For School Principals: Building A Holistic Educational Environment Focused On Student Achievement In The Era Of Technology And Globalization. *International Journal Of Teaching And Learning*, 2(1), 266-281.
- Goleman, D. (2020). Emotional intelligence: Why it can matter more than IQ. Bloomsbury Publishing.
- Groenewald, E., Kilag, O. K., Cabuenas, M. C., Camangyan, J., Abapo, J. M., & Abendan, C. F. (2023). THE INFLUENCE OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP ON THE PROFESSIONAL PERFORMANCE OF TEACHERS. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(6), 433-443.
- Hallinger, P. (2021). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 20(1), 44-62.
- Harris, A., & Spillane, J. (2020). Distributed leadership through the looking glass. *Management in Education*, 34(3), 105-113.

- Judge, T. A., Piccolo, R. F., & Kosalka, T. (2021). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *The Leadership Quarterly*, 32(1), 101373.
- Karunarathna, I., Gunasena, P., Hapuarachchi, T., & Gunathilake, S. (2024). The crucial role of data collection in research: Techniques, challenges, and best practices.
- Kilag, O. K., Tokong, C., Enriquez, B., Deiparine, J., Purisima, R., & Zamora, M. (2023). School Leaders: The Extent of Management Empowerment and Its Impact on Teacher and School Effectiveness. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(1), 127-140.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22.
- Louis, K. S., Murphy, J., & Smylie, M. (2021). Caring leadership in schools: Findings from exploratory analyses. *Educational Administration Quarterly*, 57(3), 429-467.
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications.
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2021). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879.
- Rahman, M. M. (2023). Sample size determination for survey research and non-probability sampling techniques: A review and set of recommendations. *Journal of Entrepreneurship, Business and Economics*, 11(1), 42-62.
- Raza, K., Hayat, K., Sheikh, S. M., & Imtiaz, M. (2023). Exploring the Profound Impact of Leadership Styles on the Performance of Teachers in Pakistan. *Journal of Asian Development Studies*, 12(4), 366-379.
- Robbins, S. P., & Judge, T. A. (2020). *Organizational behavior*. Pearson.
- Schmitz, M. L., Antonietti, C., Consoli, T., Cattaneo, A., Gonon, P., & Petko, D. (2023). Transformational leadership for technology integration in schools: Empowering teachers to use technology in a more demanding way. *Computers & Education*, 204, 104880.
- Yukl, G. (2020). *Leadership in organizations*. Pearson.
- Zaini, A. W., & Sanjani, M. A. F. (2023). Improving Islamic Religious Education Teachers' Performance Through Effective School Leadership. *AFKARINA: Jurnal Pendidikan Agama Islam*, 8(1), 12-24.