ROLE OF SERVANT AND DEMOCRATIC LEADERSHIP IN THE CULTURAL ORGANIZATION OF HIGH SCHOOLS

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ABSTRACT:
This article examines the cultural organization of secondary schools with reference to servant and democratic leadership approaches. The study was conducted on the randomly selected secondary schools in the Lahore division and investigated the basic objective: the mediating function of the culture of the organization in the relationship between various empowerment, stepping back, accountability, and forgiveness are examples of servant leadership and democratic leadership. An exploratory quantitative research was conducted to analyze the effect of servant leadership and democratic leadership on culture of organization. The study's hypothesized correlations were confirmed by the findings. Regression analysis was used to examine collected data. The findings of this investigation show that every dimension is considerably and favorably correlated with organizational culture in terms of servant leadership and democratic leadership. It is clear that servant leadership plays an essential role in improving school culture. To increase the degree of culture of organization, educational administrators should be inspired to embrace servant and democratic leadership in their daily routine tasks. The study's limitations and consequences are examined. Some recommendations have been made for the leaders and policy makers to improve leadership experience and the improved culture of organizations.

Keyword phrases: Servant Leadership, democratic leadership, culture of organization, educational institutions, educational administrators, behavioral dimensions, effectiveness.

Introduction

Leadership is the capacity to successfully impact the inherent strengths of the team in order to accomplish the goals, in addition to recognizing and utilizing the team's natural skills. Giving employees the resources, they need to thrive is servicing the people who do the job for the people. Instead of gazing backwards, over their shoulders, at you, employees should be looking forward to the consumer. Additionally, it entails giving sincere congratulations when things go well and taking the initiative to own up to mistakes as soon as they occur. A team must first be inspired and motivated by strong leadership before they can cooperate to achieve a common objective. The idea of a dynamic, strong person who is in charge of significant historical events lies central to the idea of leadership (Yukl, 2006). The nineteenth century saw the beginning of leadership science, and as time went on, the idea of leadership in an organizational culture changed (Yukl, 2006). Substantiated research highlights that companies that prioritize the well-being of their employees, engage with various stakeholders, and contribute positively to society tend to outperform those that neglect these principles.

Objective of the Study

The major objective of the study is to conclude a leader's character affects the attitudes and actions of teachers and students at secondary level. Leaders in Pakistani schools are expected to handle multiple jobs with a higher degree of accountability for students' academic progress, demanding a paradigm change in leadership practices. A school leader must be knowledgeable of

the finest leadership techniques used throughout the world in order to handle such a variety of jobs.

Significance of the study

The need for effective leadership continues to grow over time, yet its availability varies significantly across different geographic regions. In today's era of rapid global change, there is a strong recommendation for the cultivation of leaders who possess the ability to engage all stakeholders in the process of reform within educational institutions. This approach aims to benefit not only students but also society as a whole.

Practical Significance

These empirical findings may serve as useful guidelines for researchers who seek to develop leadership training programs that are reasonably priced. The findings of this research study lay the groundwork for developing a useful course that offers recommendations for applying the concepts of servant guidance and democratic guidance in the educational sector.

In addition, this research study directly benefits teachers and school officials. It would be beneficial for school administrators who can alter their behavior for the better based on several servant leadership and democratic leadership tenets, which eventually results in better organizational culture. In the end, higher teacher performance and better organizational culture improves the performance of the entire institution.

Problem Statement

In Pakistan, where the emphasis on power distance is high, servant leadership and democratic leadership, A character-centered approach to leadership is required which may avoid disastrous effects on organizational culture to promote such a leadership beneficial for the all the stakeholders. Hence, this study has an effort to investigate the role of servant and democratic leadership at public sector high schools of Lahore division.

Research Question

The question of the study is:

Do servant leadership and democratic leadership have any effect of on the culture of organization at secondary level?

Hypothesis

Ho1: There is no significant variance between male and female teachers regarding effect of leadership style on organizational culture.

Limitations of the research

The scope of this study is two Lahore secondary schools. To understand the impact on organizational culture at the secondary level, the researcher exclusively examined the democratic and servant leadership philosophies of school administrators.

Review of Literature

Leadership

The organization's CEO can influence organizational effectiveness (Greenberg and Baron, 1997; Daft, 2008). Thus, various academics have diverse definitions for this essential leadership phenomena. According to Burns (1978), leadership is the process through which one person inspires and motivates others to accomplish certain aims and objectives. Whereas Yukl (1998) described a leader as someone who utilizes power and influence to motivate their followers to carry out certain tasks. As a result, it is thought that anybody who has the power to decide and the ability to influence others' behavior in order to achieve goals is exhibiting leadership skills (Johns, 2001)

Guidance is undeniably one of the most crucial phenomena within the realm of human sciences. It centers on the examination of how organizations, teams, and groups function. Effective leadership leads to positive performance outcomes, ultimately enhancing the satisfaction of

followers. Conversely, insufficient leadership is accountable for diminishing the overall superiority of lifetime for everyone involved. Yukl (2006) describes leadership as the procedure of bringing others together to recognize and address issues, thus achieving collective objectives. On the other hand, Northouse (2007) describes leadership as the act of an individual exerting influence over others to accomplish shared goals.

Servant leadership

Over time, perspectives on leadership behavior have undergone transformation to align with the evolving needs of organizations. Presently, there is a growing recognition of the importance of follower-centered management approaches. Contemporary corporate policies place a significant emphasis on the social responsibility of companies, with the belief that long-term financial success is achieved by prioritizing the interests of all stakeholders. Consequently, it is now more crucial than ever for leaders to exhibit moral conduct and compassion. Recent studies have provided evidence that leadership stands as an indispensable and foundational element of successful organizations and the cultivation of servant appointment (Maciek-Freay et al, 2002 & 2009). Though, Avolioa, 2009) have observed a shift in the focus of leadership attention in recent times, moving from a transformative orientation towards a more pronounced emphasis on a global and shared perspective where the connection between followers and leaders holds utmost significance.

The concept of servant leadership, originally introduced by Greenleaf in 1970, remains highly relevant and significant in today's landscape. It adds a valuable dimension of social responsibility to the idea of transformational leadership (Graham, 1991). As suggested by Patterson (2003), this paradigm places a strong emphasis on fulfilling the needs of followers. Servant leadership revolves around a leader's ability to redirect their influence by giving priority to the principle of service within the leader-follower relationship. According to Van Dierendonck (2011), the servant leadership model seamlessly aligns with the current organizational requirements for additional decent, compassionate, and individual's organization. Likewise, Kumar's, 2018) anticipates that domestic leadership will continue to gain widespread acceptance as a preferred organizational management style in the future. Research conducted by Hussain and Ali (2012) indicates that the servant leadership approach has a positive impact on followers' job performance, consequently enhancing their overall work effectiveness. Hence, the concept of servant leadership holds considerable promise for promoting enhanced organizational performance.

Democratic leadership

While there is a degree of ambiguity surrounding this concept, it's crucial to highlight its fundamental essence: democratic leadership entails behaviors that influence others in a manner that aligns with and supports core democratic principles and practices, including self-determination (Ashforth, 1989). Key elements encompass deliberation, inclusiveness, and equal participation. What's currently lacking is a systematic development of this fundamental idea.

By combining and improving previously released theoretical works on democracy and leadership, the fundamental idea of democratic leadership will be given additional depth. The responsibilities of democratic followers, the division of leadership, the connection between authority and leadership, the roles of democratic leadership, and the situations in which the democratic model of leadership is appropriate are also covered in this part. It's important to acknowledge that individuals vested with democratic authority don't always manifest democratic leadership qualities, and vice versa (Organ & Bateman, 1991; Davis, 1981), as exemplified by figures like Mohandas Gandhi.

Emergence of Servant Leadership Concept

The civil rights movement in America in the 1960s and 1970s contributed on the way to development of the domestic leadership philosophy. Due to this emergence to new social movements, high inflation, growing unemployment rates, and journalistic campaigns, there have been student uprisings, political unrest, and social unrest in the United States of America (Feldstein, 2006) coined phrase "domestic leadership" as a creative strategy to address these issues. In his groundbreaking book "The servant as leader," which was originally released in 1970, he provided the following definition of a "servant leader": The Servant-Leader prioritizes others over self. First and foremost, it starts with the innate desire to serve. One then develops a drive to lead via conscious decision-making. This is the most exact and problematic test to manage: Fix those assist individuals develop as peoples? Improved health, intelligence, independence, autonomy, and propensity to assist others are among the traits associated with receiving service. How does this affect the socially disadvantaged groups? Will they benefit or at the very least stop suffering harm?

This quotation is essential in the subject of servant leadership and is growing in popularity. Going beyond one's personal interest is emphasized by Greenleaf as the essential component of domestic leadership. According to Fullan, 2003), domestic leaders give possibilities for followers to develop inside the organization. While Stone et al. (2004) elaborated; a domestic leader is sincerely worried by the health of their groups, unlike other leadership styles where the leader's primary priority is organizational wellness. By fostering a supportive atmosphere for followers, servant leaders' person-oriented approach helps in developing strong connections inside the organization. Additionally, because they have dedicated themselves and are more trustworthy, the servants who are picked to manage the organization will have the strong backing of their staff. By encouraging followers to use their maximum potential in achieving organizational goals effectively and efficiently, it would in turn aid to establish a conducive climate inside the organization (Greenleaf, 1972).

The idea of domestic leadership, however, is a comparatively innovative one that first appeared in Greenleaf's writings in 1970, but in reality, it has roots in both the Christian and Islamic religions before Greenleaf as well as in the works of Delbecq, 1999). As a result, it has been claimed that the concepts of servant leadership have roots in both Christianity and Islam. According to various academics, Jesus Christ's teachings are instances of servant leadership. According to Daft (2008), numerous historical, religious, and contemporary figures, including, expressed the idea of servant leadership in their speeches. However, according to Islamic academics, the ideology of domestic leadership is a byproduct of Islam. Nearly 1400 years ago, the Holy Prophet Muhammad (PBUH) taught and practiced all the characteristics of servant leadership based on revelations from Allah. In Islam, guardian leadership and servant leadership are the two primary roles of the leader. The followers must first and foremost serve the leader. He works for the wellbeing of his people and leads them in good activities.

The Prophet Muhammad (PBUH) reportedly said, According to Sahih Bukhari and Muslim (3:733), "Every one of you is a shepherd, and every one of you is liable for what he is shepherd of." It illustrates that the Islamic faith has always held the notion of servant leadership. All of Allah's prophets were actually sent into the world to teach the defenseless human race about Him. Both personally serving Allah and helping their people were the goals of these prophets. So, servant leadership has a long history in Islam and was just lately made famous by Robert Greenleaf.

Features of Domestic Leadership

Following the Greenleaf's seminal effort, numerous academics have diligently worked to clarify and establish a comprehensive understanding of the concept of servant leadership. Notable

contributions include works by Spears, 2002), notably compiled a list of ten traits associated with servant leadership, thereby advancing Greenleaf's ideas into a typical that define key characteristics of a domestic leader. The qualities include empathy, conceptualization, awareness, stewardship, healing, listening, persuasion, foresight, dedication to individual progress, and community building. Sadly, Spears' model does not distinguish between the intrapersonal elements, interpersonal features, and consequences of servant leadership.

Darling-Hammond, 1999) were the primary to empirical examine the domestic leadership concept. They said that the domestic leadership paradigm is built on the pillars of vision, credibility, trust, and service. They showed how the principles of servant leaders are rooted in their spirituality. Servant leaders carry out their embedded beliefs by helping their followers.

On the basis of a thorough literature assessment, Davidson (1999) also presented six servant leadership constructs during the same year. These include treating others with respect, being genuine, fostering their growth, exercising leadership, fostering public, and exchanging leadership. He went on to say that domestic leaders have the ability to foster public, nurture mortal potential, demonstrate validity, offer leadership for the welfare of followers, and share status and authority for the benefit of all people.

Another servant leadership paradigm was put out by Patterson (2003), and it is built on the next 7 concepts: dream, belief, humanity, provision, empowerment of others, affection, and modesty. She explained the virtues-based servant leadership paradigm. The distinctive elements of a person's character are their virtues. The Greek philosopher Aristotle is thought to have influenced virtue theory. This model's emphasis on the conceptualization of the urge to serve is what gives it much of its power. On the other side, it ignores the leadership component.

A significant contribution to the reading of domestic leadership concept is made. Organizational stewardship, persuasive mapping, wisdom and altruistic calling, and emotional healing were listed as the five traits of servant leadership. Their original contribution to the servant leadership theory was the inclusion of the calling factor, which academics regarded as the foundation of the original Greenleaf (1972) conceptualization of servant leadership (Hall, 2010).

However, the most recent scholars to address the topic of domestic leadership concept are Sendjaya et al.2008) utilized six characteristics to describe servant leadership: the true self, moral responsibility, change, transcendental spirituality, willing submission, and covenantal relationship. They build on past research in this field by claiming that morally upright spiritual behavior and leader transference are the essential components of domestic leadership.

The framework of domestic leadership that Van Dierendonck and Nuijten (2011) utilized in their study was chosen because it integrates several previous conceptual models with servant leadership-related empirical data. As a result, it may present a larger and more thorough view of the servant leadership model.

Nature of Study

This study reading follows a quantifiable approach. Quantitative research primarily focuses on justifying variables, formulating definite research questions, and articulating the research's objectives over concept or hypotheses, as outlined by Khaldi (2017).

Population of Study

The study's primary area of interest was the learning area, and specially the Advanced Secondary Schools in Lahore. There haven't been many study projects in this area up until now. This study project's objective was to look at how that sector is run as a result.

Additionally, secondary schools were chosen for this learning as they provide a clear and obvious image of professional instructors operating at various levels, including elementary, secondary, and leaders. All of the higher secondary school instructors in the chosen division contribute to the study's population. The purpose of this study was to evaluate the effect

of school leaders' servant and democratic leadership behavior on the culture of organization through. Leaders at higher secondary schools served as the study's analytic unit as a result.

Sample

To assess the quality of a research study, a generalizable sample estimate is required. In this work, stratified random sampling was employed to provide a representative and generalizable sample estimate. It was designed to choose a representative group of teachers from Lahore district. This sample was carefully selected from various population strata using a straightforward convenience sampling procedure.

Sampling Technique

The study's approach for selecting potential participants was the practical sampling technique. It is a quantitative research sample method that chooses participants who are available and can be reached simply by the researcher. This sample approach allowed the researcher to find and choose instructors for this study who were honest and had a wealth of pertinent knowledge and experiences about servant and democratic leaders. The ability of the respondents to successfully share their knowledge and experiences on the topic, as well as to be reachable, available, and eager to participate in the research, was crucial for the study.

Instrument

In this study, a structured questionnaire with closed-ended Likert scale items was employed. Questions related to three separate areas of the research (servant leadership, democratic leadership, and organizational culture). Items in the questionnaire were organized logically with a clear obverse shield sheet.

Method of Data Analysis

The data composed from the leadership behavior measure and the faculty culture measure were subjected to analysis using the (SPSS-22). Both expressive and inferential statistics were employed to examine the leadership styles of leaders and their influence on organizational culture. Specifically, regression analysis was utilized within the realm of inferential statistics to establish the relationships between independent and dependent variables. Regression analysis, is the greatest usually utilized approach in societal science study to measure the cause-and-effect connections among an independent variable (IV) and a dependent variable (DV).

In the bi-variate regression analysis, just 2 variables the predictor (IV) and the criterion variable (DV) were employed. When doing multiple regression analysis, the model must have three variables or more, particularly two or more independent variables. Regression analysis is used by researchers to forecast (with an emphasis on DV) or explain (with a focus on IV) phenomena. To determine how strongly an independent variable affects the dependent variable, one uses the regression coefficient (abbreviated "r" for consistent regression and "b" for unstandardized regression. Multiple regression analysis is the most appropriate method for determining cause and effect since the purpose of this study is to determine the effect that two approaches to leadership, domestic and servant leadership, have on the culture of the organization.

Data Analysis

Questionnaire's Response Rate

Three hundred qualified secondary school teachers in total responded to the survey questionnaires. Teachers from the township's higher secondary schools filled out the research questionnaires, to be more exact.

A total of 279 questionnaires were kept for additional examination out of these returning surveys. For these two reasons, the other 21 replies were rejected.

First off, several surveys had missing results, making them unsuitable for further study. Second, outliers in both multivariate and univariate data were a significant factor in the rejection of these

surveys. Such surveys don't reflect the sample, thus it's important to eliminate them, claim Hair et al. in 1998.

Table: 1

Instrument distribution and response percentage

Item	Frequency	Percentage
Distributed Questionnaires	400	100
Returned Questionnaires	300	75
Rejected Questionnaires	21	5.25
Retained Questionnaires	279	69.75

Consequently, a total of 279 questionnaires, which also serve as a sample of the study's current population, had a response rate of 69.75 percent. According to Sekaran's 2003 argument, a survey response rate of 30% is sufficient. As a result, the 69.75 percent response rate is judged sufficient for this survey. Similarly, Hair et al. (2010) and Bartlett et al. (2001) suggested that the sample size should be between 5 and 10 times that of the study's variables. The validity of the response rate for this study is thus further supported by this argument. A sample of 240 respondents is deemed acceptable for analysis because there are 24 variables in total in this study.

Sample Description

This section focuses on examining the unique qualities of the participants. The characteristics of the respondents include details on their age, gender, educational background, and experience as teachers, and training place. The percentages and relation regularities of various features among the defendants are as shadows:

Characteristics of the sample

Item	Frequency	Percent
Age		
22-32	42	8.1
33-43	72	21.4
44-54	134	42.9
54 and above	62	21.7
Gender		
Male	101	36.5
Female	178	64.5

Educational Qualification		
Master	143	50.6
Bachelor	95	34.7
Intermediate	35	14.2
Matric	7	3.2
Teaching Experience		
Bellow 1 year	9	2.8
1-5 y	40	13.7
6-10 y	100	35.2

0 years and above	30	7.2
Teaching Position		
Lecturer	86	30.2
Senior Teacher	79	30.7
Junior Teacher	51	8.0
Primary Teacher	59	21.1

According to table findings, most of the survey's respondents were between the ages of and 50. This result shows that the research population is primarily composed of persons in their middle years. However, respondents in the age range of 22 to 32 engaged in this poll the least. In addition, women made up the majority of the survey participants. This dominance of female respondents over male respondents may be due to the fact that a significant portion of the female population works in the field of education. The education sector is regarded as the best one for women in the working class. Descriptive statistics findings also show that the majority of respondents hold a master's degree. The majority of those who responded to this question had a lot of experience teaching. The findings of the descriptive data in Table further show that most respondents work as lecturers in public secondary schools. As a result, individuals from a variety of backgrounds have taken part in this study.

Detailed Stats of Research Constructs

The mean, standard deviation, minimum, and maximum values can be calculated in order to do a descriptive study of the research concept. The consequences of these computations for independent, mediating, and dependent constructions are displayed in the table. A five-point Likert scale was used to evaluate each of these constructs.

Descriptive analysis of the study's variables

Variables	N	Mean	Standard deviation	Minimum	Maximum
Independent Variables	279	3.41	0.37	2	4
Dependent Variables	279	3.43	0.37	2	5

Results from a descriptive study of independent variables, servant leadership and democratic leadership behaviors reveal that it has a mean that is substantially higher, at 3.41. In terms of dependent variables, it has also scored the high mean value of 3.43.

Reliability Analysis

Prior to commencing data analysis, the reliability of the questionnaire was evaluated using the Cronbach's alpha coefficient indicator. For this research, a Cronbach alpha value of at least 0.6 was deemed necessary to align with the research objectives, as recommended by Nunnally (1994). The results of the Cronbach's alpha coefficient assessment are as follows:

Instrument reliability analysis

Variables	Cronbach's alpha
Independent variable	0.712
Dependent variable	0.844

Scale of the independent variable's Cronbach's alpha coefficient is 0.712, and the Cronbach's alpha coefficients of the dependent variable scale, is 0.844. All of these values are higher than the commonly acknowledged criterion of 0.7, which shows that these instruments are trustworthy enough to fulfill the fundamental needs of research.

Regression Analysis

The organizational culture has been linked to effective leadership. To know the effect of servant leadership and democratic leadership on the culture of organization regression analysis on both variables have been used to calculate the results. Regression analysis findings are as follows:

Regression Summary of servant and democratic leadership on the culture of organization

Variables	R	R²	B	F	Sig
Independent variable	0.20	0.000	0.077	0.121	0.000
Dependent variable					

The above table indicated the regression scores of servant leadership and democratic leadership on the culture of organization. It is shown by the table that significant effect existed between servant leadership and democratic leadership on the culture of organization at p≤0.05 level of significance.

Hypothesis Testing

Comparison of male and female teachers regarding effect of leadership style on organizational culture

Variables	Gender	F	M	SD	df	t-value	Sig
	Male	77	97.60	2.61	298	0.027	0.515
	Female	02	7. 64	3.46			

This table shows the comparison of male and female participants regarding effect of servant leadership and democratic leadership on the culture of organization. It is indicated from the table that there is no significance mean difference existed among male and female participants' perception regarding influence of home environment on students' academic achievement at p≤0.05 level of significance.

Discussion

This study was conducted to address a notable gap in the existing body of knowledge pertaining to the relationship between democratic leadership and organizational culture at the secondary school level. Previous literature in the field, including works has not delved into this specific issue. By providing empirical evidence supporting the intermediary role of domestic leadership and democratic leadership in shaping the organizational culture of secondary schools, the present study fills this significant slit in the literature.

The study's findings have demonstrated the beneficial association between servant leadership and democratic leadership behavior and culture of organizations at secondary schools. As a consequence, educational leaders may improve their effectiveness by incorporating servant leadership behavior into their regular daily activities. Thus, in order to achieve favorable outcomes for the teachers in the form of empowerment and working collaboratively, leaders in education must understand the persuasive potential leadership styles. To do this, in order to improve the domestic and democratic leadership cultures in educational institutions, higher authorities should support them. This may be accomplished by creation indisputable that in human resource policies and practices, the servant leadership and democratic leadership styles take precedence over other types of leadership ideologies. You may conduct training sessions to educate them on the traits and elements of a democratic leadership style and servant leadership. Leaders must, however, make sure that teachers are included in the decision-making process. They should pledge that they will take part in decision-making about a range of school-related matters, including organizing extracurricular activities, setting academic objectives, honoring significant cultural traditions, etc.

The implication of teacher authorization as a conduit for communicating the properties of autonomy, responsibility, honesty, taking a step back, boldness, stewardship, and humility to raise the degree of organizational culture among organizations has also been made clear by this study. As a result, this research's findings offer leaders yet another compelling argument for why it's essential to give teachers greater autonomy in order to increase their effectiveness. In order to give employees greater authority, leaders should provide possibilities for autonomy, responsibility, power, and choice in educational institutions.

As was said previously in the preceding section, social interchange may be used in educational institutions to model servant leadership and democratic leadership behavior.

Administrators should learn more about social studies education, interchange in order to build and maintain outstanding cultural results, notably teacher empowerment and work satisfaction in the institution (Blau, 1964). By emulating the admirable actions of a model servant leader and democratic leader, it is possible to successfully inspire followers' reciprocal behaviors (Blau, 1964).

Findings

1.   Exogenous factors in the study include aspects of servant leadership, while endogenous variables include teacher empowerment.

2.   Successful leadership has been proposed as a possible contributor to teacher job satisfaction. The relationship between various aspects of servant leadership, democratic leadership and culture of organizations demonstrated that all aspects of leadership styles are important.

3.   People are empowered by the motivational idea of empowerment by their leaders to accomplish their aim.

4.   Leaders promote followers' personal growth, develop a sense of self-confidence in them, and provide them the opportunity to use individual power.

5.   The culture of an organization is positively connected with the teacher sense of

empowerment.

6. When provided a sufficient chance to participate in decision-making, teachers are more satisfied with their jobs that cause a good learning culture.

7. The attitude of the leader has a positive effect on organizational culture.

8. The leadership style of a school administrator directly influences the organizational culture. Servant leadership and democratic leadership are effective styles of leadership to create a productive culture.

9. By sharing information, transferring authority, and maintaining open contact with employees, the leaders 'action will have a good impact on the overall happiness of followers.

10. Holding back refers to a leader's capacity to assist others by placing their needs first.

11. As servant leaders and democratic leaders, educational leaders put the needs of their employees first.

Conclusion

This study has subsidized to the corpus of knowledge in 3 distinct conducts based on its 3 concepts:

(1) By validating the significant impact of servant leadership and democratic leadership behavior on organizational culture.

(2) By confirming the significant beneficial impact of the leadership construct on workers' job satisfaction in a novel setting.

(3) By assessing how the empowerment of teachers influences the link between democratic leadership and servant leadership.

Recommendations

The following recommendations are given based on the study.

1. To reach the necessary level, our educational system needs high-quality reform, innovation, transformation, direction, and planning. On the basis of these findings, it is advised that school leaders cultivate in themselves a leadership approach to administration.

2. The leaders of the school should investigate the professional requirements, abilities, interests, and specializations of the instructors and provide them with specializations that fit their qualifications.

3. Prior to developing any strategy for cultural accomplishment, it is important to incorporate the ideas, methods, perspectives, and opinions of the teachers.

4. The secondary level schools' problems and strengths should be immediately known by the school leadership.

5. The responsibility to train teachers should be assumed and owned by the school leadership.

6. Leader should be able to alter their leadership characteristics in this way among themselves and in the classroom instructors, who would then transform it in their pupils.

7. The causes of poor achievement of school leaders in secondary public sector schools should be thoroughly investigated by policy makers.

8. Policymakers should design leadership development programs to transform the educational landscape and raise secondary schools' academic success.

9. Establishing a department dedicated to leadership training would help ensure that changes are carried out in both text and practice to improve school culture.

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