

## EFFECTS OF TEACHER LEADERSHIP EMPOWERMENT ON TEACHER PERFORMANCE IN SECONDARY EDUCATION

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**Abstract**

This face at examines the effects of the schoolteacher leadership commission on the general interpretation of preceptors in secondary training. educator leadership commission, encompassing autonomy, liberty-making dynamism, and openings for professional enhancement, performs a vital function in enhancing tutoring efficacy and process satisfaction. The inquiries investigate how invested preceptors can take on leadership places within their faculties, appreciatively impacting no way longer only their particular interpretation but also the council terrain and student goods. utilizing a mixed- path, the face collects quantitative statistics through checks and qualitative information from interviews with secondary academy preceptors. rulings advise that formerly preceptors are handed leadership possibilities, their provocation, collaboration, and devotion to professional boost enhance mainly, mainly to further academy space practices and advanced scholar engagement. The have a face at concludes with guidelines for academy authorities to set into sequel ways that nurture educator commission and operation as a pathway to enhancing educational goods.

**INTRODUCTION**

Schoolteacher leadership has surfaced as a vital conception in instructional converse, reflecting the evolving dynamics of seminaries as cooperative and literacy- immersed associations. In an period marked by rapid-fire changes in pedagogy, technology, and instructional prospects, empowering preceptors as leaders is no way longer voluntary but a necessity to nurture sustained enhancement in seminaries. schoolteacher leadership commission extends beyond the traditional boundaries of tutoring, encompassing resolution- timber, mentoring, and active participation in suiting instructional programs and practices. By entrusting preceptors with leadership places, seminaries cast to enhance their professional efficacy, invention, and eventually, their interpretation in secondary instruction settings.

The conception of schoolteacher leadership finds its fountainheads in the growing recognition of preceptors as instrumentalities of revise within instructional systems. preceptors are not simply device of class; they're vital contributors to the project, prosecution, and evaluation of instructional strategies. As reflected by Katzenmeyer and Moller (2009), schoolteacher leadership signifies "preceptors who conduct within and beyond the classroom, identify with and contribute to a community of schoolteacher learners and leaders, and impact others towards bettered instructional practice." This measure toward participated leadership acknowledges the moxie and perceptivity preceptors bring to the table, furthering the cultivation of collective reference and collaboration. schoolteacher commission, a nearly affiliated

conception, involves furnishing preceptors with the autonomy, coffers, and openings demanded to make meaningful benefactions to their seminaries. commission emphasizes capacity- structure, allowing preceptors to take power of their professional evolution and organizational enhancement enterprise. The synergistic relationship between leadership and commission creates a rich ground for perfecting schoolteacher interpretation. When preceptors feel invested, they're more likely to parade swelled job satisfaction, devotion, and forcefulness, thereby enhancing their benefactions to pupil issues and academy success.

In secondary instruction, the part of the school teacher leadership commission becomes indeed more significant due to the establishment and dynamic nature of adolescent literacy surroundings. Secondary academy preceptors face special expostulations, involving addressing different pupil needs, managing adulterous conditioning, and prepping scholars for advanced instruction or vocational pathways. Empowering preceptors to take on leadership places enables them to navigate these expostulations more effectively, furthering academy cultivation that prioritizes nonstop enhancement and pupil-centered literacy. Leithwood and Jantzi (2009) punctuate that "schoolteacher leadership has a direct and positive jolt on educational quality and pupil acquirement, especially when aligned with a clear unreality and cooperative practices."

Despite its implicit advantages, School Teacher Leadership Commission is not without expostulations. procurators similar to organizational cultivation, executive brace, and schoolteacher readiness significantly impact its forcefulness. seminaries with rigorous hierarchical structures may repel the decentralization of administration, limiting preceptors' capability to exercise leadership. also, a lack of professional evolution openings or recognition for leadership benefactions can undermine preceptors' provocation to fascinate in leadership conditioning. thus, gathering the contextual procurators that grease or hamper the schoolteacher leadership commission is essential for its prosperous perpetration.

### Statement of the Problem

The evolving demands of secondary education necessitate innovative strategies to enhance teacher performance and student outcomes. Despite a growing emphasis on schoolteacher leadership commissions, numerous seminaries remain to operate within traditional hierarchical structures that limit preceptors' places to classroom instruction. This lack of commission restricts their capability to contribute meaningfully to resolution-making processes, class evolution, and the thick organizational pretensions of their institutions. Accordingly, the eventuality of preceptors to punch positive revise and ameliorate academy interpretation remains underutilized.

also, exploration indicates that invested schoolteacher leaders significantly impact instructional practices, yet there exists a gap in gathering how this commission translates into bettered schoolteacher interpretation in secondary seminaries. procurators similar as executive brace, professional evolution openings, and a cooperative academy cultivation are frequently mentioned as overcritical enablers of schoolteacher leadership. still, the absence of these rudiments can conduct to schoolteacher dissatisfaction, downgraded devotion, and a decline in educational quality.

### Research Objective

1. To Assess the Effect of Leadership Empowerment on Teachers' Job Satisfaction and Motivation:
2. To Explore the Relationship Between Leadership Empowerment and Teachers' Professional Development
3. To Analyze the Effects of Leadership Empowerment on Student Outcomes at secondary education level.

### Significance of the Study

This study addresses an overcritical area of instructional exploration the relationship between schoolteacher leadership commission and schoolteacher interpretation in secondary instruction. The significance of this exploration lies in its implicit to inform and enhance instructional practices, programs, and leadership models in secondary seminaries. By probing this relationship, the study

provides perceptivity into how empowering preceptors as leaders can directly and laterally impact their professional efficacy, job satisfaction, and common interpretation.

schoolteacher leadership commission is decreasingly honored as a foundation for furthering invention, collaboration, and nonstop enhancement within seminaries. Despite its conceded significance, numerous instructional institutions struggle to operationalize operative models of schoolteacher commission that align with the special demands of secondary instruction. This exploration aims to bridge that gap by offering existential substantiation on the advantages and expostulations of schoolteacher leadership commission, thereby readying academy directors and policymakers with practicable strategies to support preceptors' professional excrecency and enhance organizational interpretation.

The implications of this study extend beyond individual schools to the broader educational landscape. Empowering teachers as leaders has the potential to transform schools into learning communities where innovation, collaboration, and excellence thrive. By emphasizing the importance of teacher leadership, this research underscores the need for systemic changes that recognize and leverage teachers' expertise as a driving force for educational improvement.

### **Review of the Literature**

#### **Teacher Leadership Effectiveness and Importance**

The purpose of this research is to examine school teachers' perceptions of leadership usefulness and its impact on school performance. This chapter provides a review of the literature on teacher leadership effectiveness, its significance, and models related to evaluating teacher leadership. It discusses the current state of teacher leadership evaluation globally, within Pakistan, and in relation to Performance Evaluation Reports (PER). The literature includes Stronge et al.'s (2008) model of effective teacher leadership traits, which encompasses educational leadership, school climate, teacher evaluation, organizational management, and communication with the community.

Further, the chapter examines evaluation frameworks like the Louisiana Model (2016), the School Manual

Model (2004), and the Chief Minister School Reforms Roadmap Model (2016). The study also explores school performance indicators, such as teacher attendance, student attendance, facility functionality, school cleanliness, and student achievement. These indicators are adapted from models developed by the Punjab Education Department, Pakistan, to measure school performance. Leadership effectiveness involves doing the right things, which are critical to school success. Leadership effectiveness relies on knowledge, expertise, and skills to lead a school effectively (Ibukun, Oyewole, & Abe, 2011). It is defined as the intended or expected outcomes of leadership practices (Clifford et al., 2012; Goldring et al., 2009; Salfi, 2011). Leadership effectiveness measures actions and traits based on quality performance standards (Jones et al., 2018; Stronge et al., 2013). Furthermore, measuring effectiveness helps identify gaps between current and desired outcomes (Bullock, 2006).

According to Hintz (2014), effective teacher leadership is characterized by traits such as vision, community engagement, educational leadership, minimizing errors, and maximizing potential. Masters (2018) highlighted that effective teacher leaders build productive relationships, promote quality teaching, and utilize data for decision-making. Similarly, Alajmi (2015) identified traits like organizational development, instructional reforms, and fostering a supportive environment as key to leadership effectiveness.

Mendels (2012) outlined five traits of effective teacher leadership that influence student learning: vision creation, teacher development, fostering a conducive school climate, cultivating leadership in others, and managing people, data, and processes. Grissom and Loeb (2011) emphasized the importance of professional practices, including educational management and internal and external communications, in achieving leadership effectiveness.

Teacher leadership effectiveness is measured across three areas: student outcomes, teacher effectiveness, and leadership actions. Effective teacher leadership improves student learning by enhancing teacher quality through evaluation, professional development, and retention (New Leaders for New Schools, 2009).

Mitgang and Maeroff (2008) stressed that teacher leadership effectiveness should be assessed based on its impact on student achievement and teacher performance.

#### **Status of Teacher Leadership Evaluation**

Teacher leadership significantly influences student learning by shaping the conditions and environment conducive to teaching and learning.

Several studies highlight challenges in teacher leadership evaluations. For example, Clifford and Ross (2011) found that existing systems failed to effectively measure teacher leadership effectiveness and support professional growth. Similarly, Thomas, Holdaway, and Ward (2000) noted inconsistencies in evaluation processes, and Reeves (2009) reported that evaluations often did not align with national professional standards. Additionally, Clifford et al. (2012) highlighted issues of reliability and validity in evaluation tools.

In Canada, leadership standards and programs outline expectations for school leaders, emphasizing the importance of clear objectives, purposes, and standards for effective evaluation systems (Normore, 2004). Accurate and relevant information must guide teacher leadership evaluations to ensure alignment with performance standards (Lashway, 2003). Effective policies and procedures for evaluating teacher leadership can foster the development of exemplary school leaders who contribute to school success (Alberta Teachers' Association, 2004).

Fuller and Hollingworth (2014) identified three approaches for evaluating teacher leadership effectiveness. The first involves measuring effectiveness based on school performance, assuming that effective schools reflect effective leadership. The second focuses on isolating the impact of teacher leadership on student achievement, which is challenging due to confounding variables. The third approach evaluates effectiveness by tracking school improvement or student achievement under the same leadership. This study adopted the first approach, which is considered the most practical and applicable within the Pakistani context.

Evaluation systems must incorporate a structured program and valid instruments. The evaluation program should include tools that accurately reflect teacher leadership practices, such as observations and feedback mechanisms (Goldring et al., 2009). Valid

instruments are essential to measure desired outcomes, often achieved through content validity or by directly linking evaluation tools to school outcomes (Player, 2018).

#### **Global Perspectives on Teacher Leadership Evaluation**

Various nations have established performance standards to evaluate teacher leadership effectiveness. In the United States, Mendels (2012) identified essential qualities of effective teacher leadership, including setting a vision, fostering a supportive school climate, managing people and processes, cultivating leadership in others, and improving instruction. Similarly, Shelton (2013) emphasized shared vision, professional growth, organizational management, and collaboration as critical leadership standards.

The National Policy Board for Educational Administration (2015) outlined professional standards emphasizing mission, vision, curriculum, ethics, equity, and professional community as essential for teacher leadership. These standards are integral to designing training programs, mentoring, professional development, and evaluations. Teacher Leadership Evaluation in Pakistan Since gaining independence in 1947, Pakistan has developed education policies aimed at improving instructional systems. However, teacher leadership and its quality have received limited attention. Researchers in Pakistan have identified practices that contribute to school improvement, such as shared vision, collaborative culture, support, trust, and stakeholder involvement (Salfi, 2011).

Niqab et al. (2018) identified transformational, organizational, and behavioral leadership skills among secondary school leaders, noting variations in leadership quality. Salfi et al. (2014a) highlighted effective leadership traits, including professional development, communication skills, time management, and personal attributes. Further studies emphasized shared leadership, community involvement, and effective communication as strategies for school improvement in Pakistan (Salfi et al., 2014b). Measuring Teacher Leadership Effectiveness and Performance Standards Effective teacher leadership significantly impacts student achievement. Stronge et al. (2013) defined leadership effectiveness as measurable actions based on

performance standards. Accurate evaluation systems must ensure validity, reliability, and utility (Clifford et al., 2012; Goldring et al., 2009).

#### **Influence of School Performance**

All three models of academy interpretation evaluation the School Manual (2004), the Louisiana Model (2016), and the Chief Minister School Reforms Roadmap Model (2016) – are overcritical fabrics for laying institutional forcefulness. These models punctuate that academy interpretation can be estimated through pupil acquirement and other pointers commanded by applicable authorities. By synthesizing the approaches of these models, the experimenter linked crucial procurators for measuring academy interpretation, involving schoolteacher presence, pupil attendance, the functionality of installations, academy cleanliness, and pupil acquirement.

#### **Teacher Leadership Effectiveness and School Performance**

Research highlights the importance of teacher leadership in influencing school performance and student outcomes. Effective teacher leadership involves setting clear goals, fostering collaboration, ensuring accountability, and promoting professional development (Cheng, 1994; Hallinger et al., 1996). Studies demonstrate a positive relationship between teacher leadership practices and organizational strength, job satisfaction, and student achievement (Waters et al., 2003).

#### **Research Methodology**

The current study's research strategy was non-experimental, and data was gathered using a quantitative method (correlational research). The best methods for evaluating relationships, ranking, classifying, spotting patterns, and drawing generalizations are quantitative ones. The study envisioned two constructs or variables, such as school performance as the dependent variable and the efficacy of teacher leadership as the independent variable.

Stronge et al. (2008)'s work on the characteristics of effective teacher leadership served as the foundation for the researcher's creation of the Teacher Leadership Effectiveness Questionnaire (HTEQ). Since the researcher created an instrument based on

Stronge's work, which was generic in nature, proper permission was also requested from him.

All male and female Secondary School Teachers (SSTs) at public high schools made up the study's population. To gather data, a multi-stage sampling strategy was employed. Out of the three districts, Sahiwal, Okara, and Pakpattan one was initially chosen at the first stage using a straightforward random sample technique. All secondary school teachers (SSTs) from all secondary schools (N=1026) were chosen as the study's sample at the second stage. There were 456 female secondary school teachers and 570 male secondary school teachers among them. However, in terms of school geography, 218 secondary school instructors were from urban high schools and 808 were from rural high schools. From the office of the District Education Officer (DEO) of the Secondary academe, a list of all seminaries and their secondary academe instructors (SSTs) was attained. The researcher visited all public high seminaries in Secondary academe met the teacher Leadership and got penned authorization to distribute the teacher Leadership Effectiveness Questionnaire (HTEQ) among their instructors in the academe. The researcher also distributed the teacher Leadership Effectiveness Questionnaire (HTEQ) to each teacher. After the teacher had filled out the teacher Leadership Effectiveness Questionnaire (HTEQ), the researcher collected the HTEQ from instructors and placed it in the packet. In common or garden, the researcher visited 1026 Secondary School instructors (SSTs), 570 were males and 456 were ladies in Secondary academe.

The researcher also collected data on School Performance through monthly Monitoring and Evaluation assistants (MEAs) stay crashes and academe periodical goods of 10th grades for the intellectual time of 2017- 2018. The data about the presence of teachers, the presence of students, the functioning of inductions, and the cleanliness of the academe were collected through MEAs monthly visits crashes. The data about the student achievement were collected through Board of Intermediate and Secondary Instruction (BISE) goods of 10th grades of each academe for the intellectual time of 2017- 2018. All data on academe interpretation was popular in percent shape. For analysis purposes, all percent grievances were taken



as raw data, they were appended up, and the mean

grievance of all ministers was exercised as common or garden academe interpretation grievance

Data Analysis

Table: Descriptive Statistics of School Leadership Effectiveness Factors

Factors	N	Mean	SD	Min	Max
Instructional Headship	1026	3.802	0.652	1.18	5.00
School Environment	1026	3.883	0.636	1.12	5.00
Tutor Assessment	1026	3.622	0.742	1.00	5.00
Organizational Administration	1026	3.912	0.674	1.00	5.00
Communiqué & Community Relations	1026	3.762	0.862	1.00	5.00
Overall School Leadership's	1026	3.794	0.634	1.31	4.97

The table provides descriptive statistics for various dimensions of school leadership based on a sample size of 1026 respondents. Overall, the mean scores indicate a generally positive perception of leadership dimensions, with scores ranging from 3.622 to 3.912 on a scale of 1 to 5. Organizational Administration received the highest mean score (3.912), indicating strong performance in this area, while Teacher Assessment scored the lowest mean (3.622), suggesting it may require improvement. The standard deviations, ranging from 0.634 to 0.862, reflect moderate to slightly higher variability in responses, with Communication & Community

Relations showing the highest variability (SD = 0.862), indicating mixed opinions among respondents. The minimum and maximum scores across dimensions range broadly, from as low as 1.00 to as high as 5.00, highlighting the diversity of participant ratings. Notably, the overall school leadership dimension achieved a mean of 3.794 with a standard deviation of 0.634, suggesting a consistent and generally favorable perception of leadership effectiveness. These results provide valuable insights into the strengths and areas for improvement in school leadership practices.

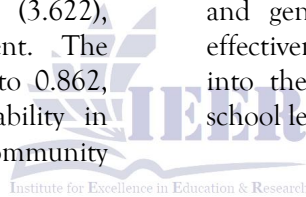


Table: Descriptive Statistics of School Performance Indicators

Factors	N	Mean	SD	Min	Max
Tutor Attendance	1026	95.08	2.634	84.6	100
Pupil presence	1026	92.50	2.457	82.8	97.1
Functioning	1026	99.70	2.001	80.6	100
Cleanliness	1026	90.77	4.799	67.1	98.6
Achievement	1026	78.41	12.72	49.7	100
Overall School Performance	1026	91.29	15.88	78.4	97.3

The descriptive statistics provide an overview of the level of performance in public high schools, measured across various factors. Functioning of Facilities achieved the highest mean score of 99.70, indicating that schools are nearly optimal in maintaining and utilizing their facilities, with minimal variability (SD = 2.001). Teacher Presence also scored high, with a mean of 95.08 and a relatively small standard deviation (SD = 2.634), suggesting consistent teacher attendance across schools. Similarly, Student Presence recorded a

favorable mean of 92.50 (SD = 2.457), reflecting a generally strong student attendance rate.

In contrast, School Cleanliness had a lower mean score of 90.77 with the highest variability among factors (SD = 4.799), indicating mixed performance in maintaining cleanliness standards. Student Achievement, with a mean score of 78.41 and a considerably high standard deviation (SD = 12.72), emerged as the lowest-performing factor, highlighting significant disparities in student outcomes. The overall school performance scored an

average of 91.29, with variability (SD = 15.88) that underscores diverse performance levels among schools.

These results suggest that while public high schools generally perform well in operational aspects like

facilities, teacher and student presence, areas such as cleanliness and student achievement require more focused interventions to ensure consistent and improved performance.

**Table: Factor Loadings for Dimensions of Teacher Leadership Empowerment**

Factors	1	2	3	4	5	
Instructional Leadership		.473*	.387*	.212	.249*	.579*
School Climate		.316*	.464*	.021	.216*	.475*
Teacher Evaluation		.223*	.166*	.030	.044	.497*
Organizational Management		.392*	.245*	.298*	.396*	.448*
Communication & Community Relations		.463*	.240*	.215*	.220*	.507*

Teacher Evaluation displays relatively weaker correlations, with significant relationships observed in dimensions 1 (.223\*), 2 (.166\*), and 5 (.497\*), suggesting its moderate but essential role in school performance. Organizational Management shows a balanced distribution of significant correlations across dimensions, with the highest being in dimension 4 (.396\*) and dimension 1 (.392\*), emphasizing its importance in operational and leadership domains. Similarly, Communication and Community Relations demonstrates strong positive

correlations with dimensions 1 (.463\*), 5 (.507\*), and moderate correlations with other dimensions, highlighting its critical role in fostering relationships and enhancing school performance.

Overall, the data underscores the multidimensional impact of these factors on school performance, with Instructional Leadership and Communication & Community Relations emerging as particularly influential in multiple areas. This highlights the importance of these dimensions for enhancing overall school effectiveness.

**Table: Factor-wise Regression Analysis**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
Model	.0492	.034	.082	4.174	.003
	.0546	.043	.084	4.122	.002
	.0480	.032	.080	3.080	.005
	.0530	.039	.079	3.187	.007
	.0858	.044	.156	3.806	.003

**a. Dependent Variable: School performance**

The factor-wise regression analysis examines the individual contributions of various leadership dimensions to predicting school performance. All factors demonstrate statistically significant relationships with school performance, as indicated by their p-values (< 0.01). Community and Community Relations has the highest standardized beta coefficient (β = 0.156) and a significant t-value (t = 3.806, p = 0.003), suggesting it is the strongest predictor of school performance among the factors analyzed. School Climate follows closely with a

standardized beta (β = 0.084) and a significant t-value (t = 4.122, p = 0.002), indicating its importance in shaping school performance. Instructional Leadership (β = 0.082, t = 4.174, p = 0.003), Teacher Evaluation (β = 0.080, t = 3.080, p = 0.005), and Organizational Management (β = 0.079, t = 3.187, p = 0.007) also contribute significantly, though their impact is relatively less pronounced compared to Community and Community Relations.

These results highlight that while all leadership dimensions play a role in predicting school performance, emphasis on improving

community relations and school climate could yield the most significant impact. The findings emphasize the multifaceted nature of leadership effectiveness

and its critical role in driving better outcomes in schools.

**Table: Multiple Regression Analysis**

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	4275.698	5	855.140	3.42	.004
Residual	254356.807	1020	249.369		
Total	258632.506	1025			

The multiple regression analysis explores the relationship between school leadership factors and overall school performance, assessing the extent to which leadership effectiveness and its components predict school performance. The model has a statistically significant F-value of 3.42 ( $p = .004$ ), indicating that the predictors collectively explain a meaningful proportion of the variance in school performance. The regression model's Sum of Squares for the predictors is 4275.698, with a mean square of 855.140, while the residual variance (unexplained variance) accounts for 254356.807, resulting in a total variance of 258632.506. This distribution

highlights that while leadership effectiveness, communication and community relations, organizational management, teacher evaluation, school climate, and instructional leadership contribute significantly, a substantial portion of the variance in school performance remains unexplained, suggesting potential influence from other factors. These findings underscore the critical role of leadership dimensions in shaping school performance, with a statistically significant relationship emphasizing the need to focus on enhancing leadership practices to drive better outcomes in public high schools.

**Table: ANOVA Results for the Regression Model**

Model	Sum of Square	df	Mean Square	F	Sig.
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These findings underscore the critical role of leadership dimensions in shaping school performance, with a statistically significant relationship emphasizing the need to focus on enhancing leadership practices to drive better outcomes in public high schools.

**Discussion**

The study highlights the positive impact of teacher leadership empowerment on improving teacher performance and overall school effectiveness. Empowered teachers exhibit higher motivation, job satisfaction, and professional development, which, in turn, lead to improved classroom practices and better student outcomes. The findings suggest that female teachers tend to perform better than male teachers across various dimensions of leadership. This may be attributed to differences in how male and female teachers engage with leadership opportunities and their professional environment. The rural-urban



comparison reveals minimal differences in most dimensions of leadership effectiveness, except in communication and community relations, where urban schools performed slightly better. This may indicate that urban schools have better access to resources and community networks that support collaborative practices

### Findings

Commission and schoolteacher interpretation schoolteacher leadership commission significantly enhances job satisfaction, provocation, and professional excrescency, with a noble positive jolt on tutoring efficacy and collaboration.

Gender friction womanish preceptors demonstrated advanced forcefulness across multitudinous confines, involving schoolteacher presence, pupil engagement, and acquirement, alluding that leadership commission may yield stronger issues for womanish preceptors.

Pastoral vs. Civic interpretation While pastoral and civic seminaries showed off minimum differences altogether, civic seminaries bettered in message and community dealings, while pastoral seminaries showed off energy in organizational operation.

Jolt on Student issues invested preceptors contributed to advanced pupil attendance and acquirement, indicating a direct sausage between schoolteacher leadership and pupil success.

Correlations with School Performance Key leadership confines, similar as educational leadership and academy climate, significantly identified with bettered academy interpretation criteria, involving cleanliness, installation functioning, and common academy forcefulness

### Future Recommendations

Empowering teachers as leaders requires a multifaceted approach tailored to address specific needs and challenges. Gender-focused empowerment programs should be developed to provide leadership training that leverages the unique strengths of both male and female teachers, ensuring equitable opportunities and impactful outcomes. Efforts must also focus on strengthening support for rural schools by allocating resources to enhance communication and community relations, bridging the gap identified in urban-rural comparisons. Expanding professional

development opportunities is essential, with a focus on cultivating leadership skills, organizational management, and instructional innovation, particularly for teachers in underserved areas. Encouraging collaborative practices is vital; creating platforms for teachers to share best practices, engage in peer mentoring, and participate in decision-making processes can foster a culture of collaboration. Community engagement initiatives should also be prioritized, especially in urban settings, to bolster ties between schools and their communities, enhancing communication and cooperative strategies for school improvement. Lastly, it is important to monitor the long-term effects of these empowerment programs through longitudinal studies that evaluate their sustained impact on teacher performance, student outcomes, and overall school success, while considering factors such as school location, gender, and available resources.

School administrators can establish an atmosphere that empowers educators, encourages improved performance, and promotes student achievement in a variety of learning environments by putting these suggestions into practice.

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