The Impact of School Leadership on Student Learning Outcomes

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Abstract: The purpose of this study is to examine how school leadership can influence student learning outcomes, with the mediating variables of school culture and school climate, in terms of practices, styles, and instructional leadership. The research design was quantitative research design and data collection was of 70 higher secondary school teachers who were conveniently sampled through the use of structured questionnaire which had five point likert scale. Descriptive statistics (frequencies and percentages) were used in interpreting the data to test the patterns and associations between the variables. According to the results of the study, there was a high positive correlation found between successful school leadership and the students' academic performance. The leadership practices that were identified to have a major impact on the learning outcomes were goal setting, instructional supervision, and teacher support. Amongst other types of leadership, transformational and instructional leadership had the highest positive impact on student performance and a productive learning environment. Nevertheless, the research also revealed that school leaders have a number of challenges that impede successful implementation of instructional leadership, such as limited resources, heavy workload, lack of training, and resistance to change. Additionally, the results also found that the school culture and climate matter in increasing the relationship between leadership and student outcomes. A positive and friendly school environment was observed as a good base for cooperation, enthusiasm, and dedication to education and learning in order to use leadership practices effectively. The school leaders are reminded that they should provide professional learning programmes, implement partnership leadership, and improve support systems in the school to enable them to become effective leaders.

Keywords: School Leadership, Student Learning Outcomes, Instructional Leadership, Transformational Leadership, School Culture, Academic Achievement
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1. Introduction

The fact that school leadership has an impact on student outcomes is indisputable. Good school leaders also play a critical role in establishing learning objectives, organizing school resources, and establishing the learning climate Leithwood [1]. Leadership is no longer just about administration but includes the direction and motivation of teachers.

Leadership has an impact on teacher performance, leading to students' achievement. Proactive principals supportive and give feedback and encourage teachers to be creative are handy in the effort to better classroom practices Hallinger, [2]. Education in relation to the development of an individual is a very significant component, as a tool for molding a nation, and in this regard, the management of a school is one of the crucial elements that can determine what students learn.

With the worldwide trend toward improving academic achievement, the issue of the role of leadership activities in children's school life has been brought to the fore. School leaders, principals, and administrators have a role in ensuring that there is a sense of direction, upholding academic standards, and ensuring stakeholder collaboration. Leadership has been considered to be one of the most important attributes of school effectiveness and has been identified as the second most useful quality after classroom instruction on student achievement Leithwood [3]; Robinson [4].

The idea of school leadership has evolved as it was more of an administrative position, but is now evolving to be more dynamic and instructional. The focus of leadership is now on curriculum development, enhancement of teaching skills, and creation of a positive school environment in order to learn. Successful leaders implement aspects of data-driven decision-making, professional learning, and inclusive learning environments. In particular, transformational leadership and instructional leadership styles are associated with high student engagement rates, low rates of dropout, and high academic achievement Hallinger and Heck [5]; Day [6]. However, indirect leadership impacts are indirect and are mediated in terms of teacher motivation, school climate and school organization.

Although there is a plethora of research studies, the connection between leadership in schools and pupil achievement is context-and situation-specific. The effectiveness of leadership in various learning settings is diverse and dependent on socio-economic status, policy systems, and institutional issues. In different contexts such as England, North America, and Turkey, as studies suggest, leadership in schools that are not performing well and good leadership as a prerequisite to performance are needed. Moreover, the outcomes of both distributed leadership and situational leadership styles demonstrated that it has a positive influence on the performance of the school due to a shared responsibility and flexibility Fullan, [7]; Harris, [8]. Therefore, there is a need to know how leadership practice and context interrelate in order to develop strategies that will improve student learning and quality of education.

2. Literature Review

It has long been postulated that school leadership is a major determinant of student achievement. According to Leithwood and Jantzi [3], the second school-based factor that affects the learning of students after classroom teaching is leadership.

Hallinger [2] pointed out that instructional leadership enhances teacher performance through curriculum development and by observing teachers' work in the classroom. Similarly, Robinson [4] has found that teaching- and learning-focused leadership is more apt to have an impact on student results than administrative leadership.

Day [9] has mentioned that a positive school culture could be promoted with the help of transformational leadership, and a greater number of students could be motivated. These types of environments encourage teachers, and they are more likely to use effective teaching strategies.

The results are confirmed with studies in developing countries too. Bush and Glover [10] have examined the impact of leadership training on the effectiveness of a school and have determined that there is a strong positive correlation. Naidu [11] has researched the impact of effective leadership on student performance in low-resource schools and has determined that there is a positive correlation between effective leadership and student performance in low-resource schools. It mainly concentrates on the aspects of leadership and teacher health within the school setting in China. The role of psychological well-being in the attainment of, for example, health, life satisfaction, productivity, and job satisfaction is emphasized by a linkage between psychological well-being and outcomes. Different aspects and models of well-being are presented to give a holistic picture. The chapter builds on the existing theories and then focuses on the school context, with some interesting points to consider regarding teacher well-being that Collie (2014) has set out in his model.

The literature review is divided into four larger sections and fourteen smaller sections to make it clear and coherent. The introduction gives a general description of well-being, its dimensions, work-related and measurement models, and subsequently explains the concept of teacher well-being and its predictors. It also talks about the concept of school leadership, how it is related to accountability and teacher professionalism, and good leadership practices. The second section consists of theoretical meditations about well-being in China and the role of cultural, economic, and educational reforms on the professionalism and well-being of teachers. The chapter's Part 3 is dedicated to the leadership practices in China and how they affect teacher well-being, and Part 4 is dedicated to the development of the conceptual framework, which links the two forms of information, that is, theory and practice, and the summary of the chapter.

This research used some keywords to search China, Chinese and its variations such as wellbeing, well-being to make sure of an inclusive coverage of world literature. The review mainly

addresses the literature published in 2001-2021, but the seminal works that have played a significant role in the comprehension of teacher well-being and school leadership are also included. There was also the use of the snowballing technique to identify more studies of interest depending on the references made in the previously selected studies, thus providing depth and breadth with regard to the selection of literature.

The notion of well-being has over the years been developed with the use of various lenses, such as quality of life (Shin and Johnson, 1978), life satisfaction (Diener and Suh, 1997), positive and negative affect (Bradburn, 1969), goal fulfillment (Emerson, 1985), and flourishing (Seligman, 2011). While these enhancements have been added, the old definitions are also criticized for their lack of comprehensiveness and ability to capture all of the elements of well-being within one definition (Dodge et al., 2012). Well-being is also related to favorable conditions in school: Students who work collaboratively with other students are more motivated and perform better when the school environment is good and when the teacher-student relationship is positive (Dörnyei, 2007; Hamre & Pianta, 2001).

Additionally, the literature also demonstrates that the classroom environment, communication, and social contacts can support the learning of the students. Due to positive teacher-student relationships, cooperative and supportive relationships between peers, and cooperative learning, students can attain success in both academic and socio-emotional development (Bandura, 1997; Birch and Ladd, 1998). Moreover, classroom management, availability of resources, and culturally relevant teaching approaches need to be present to foster a learning environment that is inclusive and effective (Badele et al., 2021). There is also a chapter on the Bourdieu concept of cultural and social capital, and an explanation of the impact of differences in family background, access to resources, and social networks on the results of the educational experiences. The three types of cultural capital (embodied, objectified, and institutionalized) and social capital (relational and network) (Bourdieu, 1986; Lin, 2001) have significant influence on the academic achievement and opportunities that are provided to the students. They combine to provide a multifaceted basis of knowledge about the multifaceted nature of the nexus between leadership, well-being, and educational outcomes.

Leithwood et al., (2008) found out that the effect school leadership has on the achievement of the students is achieved in two dimensions, that is, motivation and quality of teaching. Academic

achievement can be enhanced by instructional leadership in the management of curriculum (Hallinger, 2011).

The other leadership behaviors, which were identified to predict student success, were goal setting, resource allocation, and teacher evaluation (Robinson et al., 2008). Likewise, Day et al. (2016) found that transformational leadership enhances school climate and engagement of students. In the context of South Asia, Bush and Glover (2014) noted that effectiveness in schools can be enhanced by leadership training programmes. School leadership has a positive impact on student achievement in low-resourced schools, as Naidu 2017 has demonstrated.

Something must be done. There is an issue which must be addressed.

Many reforms and investments are undertaken to improve student achievement, but low performance at schools remains an issue. The current efforts to improve school quality tend to ignore school leaders' role in shaping school-quality results. There is a need to raise awareness of the interplay between leadership style, leadership practice, student learning, and the role of leadership influences on student learning. Without this, any efforts to improve the standard of teaching and learning can be futile, particularly in poor-power schools which may be well served by an effective head, who may drive improvement.

2.1 Research Objectives

1. To explore the impact of school leadership on student attainment.
2. To determine what kind of leadership styles are the most effective in enhancing student learning outcomes.
3. To explore issues facing school leaders as they attempt to be instructional leaders.
4. To assess how the school's culture and climate moderate the effect of school leadership on the outcomes of students.
5. To suggest ways in which the effectiveness of educational institutions' leadership can be enhanced.

2.2 Research Questions

1. What is the connection between Principal practices and student achievement?
2. What leadership approaches help to foster positive student learning outcomes?
3. What are the challenges that school leaders are encountering to enhance instruction and learning?
4. What is the connection between school culture and leadership in terms of the outcomes for students?

5. What are some ways for schools to be more effective in their leadership?

2.3 Significance of the Study

The study has important findings in terms of scientific, clinical, and policy implications. It contributes to the existing literature, containing empirical evidence of the ways in which school leadership influences students ' success. In practice, it is pragmatic and offers a set of concepts and strategies that can be used by school leaders and administrators to enhance their schools. The impact of a policy context would be to inform the training schemes for senior management, the financial allocation and the education reform programme through the outcomes of their outcomes to improve student capacity. Finally, it has emphasised the need for good and progressive leadership to create a learning environment where all learners can perform well.

3. Research Methodology

A quantitative and qualitative study was carried out. This design has been informed by the idea of giving a holistic school perspective of the influence of school leadership on school outcomes. The quantitative research involved numeric data obtained from standardized test scores and academic performance records, whereas the qualitative research involved interviews, observations, and questionnaires in an effort to add to the voices of stakeholders. The study design is descriptive and interconnected, in which the researcher tries to correlate it with the students' results in the school. They have been thematically analyzed in terms of data analysis, quantitative statistics of data analysis and quality data analysis. A good research design was used to collect data. This paradigm included aspects of Instructional Leadership, Transformational Leadership and its impact on academic performance, and Distributed Leadership and its impact on academic performance. Ethical issues mentioned in the study were consent, confidentiality, and voluntary participation. Data collection instruments that will be used for both teachers and students are questionnaires (structured questionnaires), guidelines that will be used in the interview with the school administrators (semi-structured), and teacher observation checklists. These instruments have been pilot-tested and tested for validity and reliability by experts. The study was carried out for 6 months to collect and compare a lot of information. The data sources' results were then triangulated with the methodology used to validate the results. This helped to enhance the trustworthiness and credibility of the research.

3.1 Population

The sample comprised students, teachers, and school leaders (principals and Vice-Presidents) of the community and semi-urban secondary schools (public and private). It focuses on secondary education since it is a significant aspect of education that highly determines prospects of advanced

education and careers. There were 20 schools with approximately 2000 students, 200 teachers, and 70 school managers. The schools were selected based on representativeness, goodwill, and availability.

3.2 Sampling

They were stratified randomly in the selection of various kinds of schools (public and private) and geographical locations (city and semi-urban). There was a random selection of 70 teachers in 10 schools from the population.

3.3 Data Analysis

Descriptive and inferential statistics were used in the analysis of quantitative data. Descriptive statistics that serve as a summary include the mean, median, and the standard deviation. For correlation and regression analysis, the inferential statistics were applied to find out the correlation between Student learning outcomes and leadership styles. The SPSS software helped in analyzing and managing the quantitative data. T-tests and ANOVA were used to ascertain the importance of differences in the performance of the students in different leadership situations. Data were collected and recorded in a tabular format and mapped. The interpretation and coding of qualitative information were done manually using interviews and observation. Thematic analysis technique was used, and different trends and themes about leadership practices and their impact on students were determined. A triangulation of data was employed in the study. To illustrate, the trends of the students have been authenticated depending on the content of the study and teacher journals and of the academic records which have been given by the students. The leadership vision, communication, teacher motivation, and resource allocation were the most successful themes, identified and mentioned as having the most impact. Furthermore, the findings showed that the schools having high-level educational achievement were the schools that were practicing transformational and instructional leadership. On the other hand, it was discovered that authoritarian leadership styles had a negative correlation with learning outcomes.

4. Results

Table: Demographic Information of Participants

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	38	54.3%
	Female	32	45.7%
Age	20–30 years	20	28.6%
	31–40 years	28	40.0%
	41–50 years	15	21.4%
	51+ years	7	10.0%
Qualification	Bachelor's	18	25.7%
	Master's	40	57.1%
	MPhil/PhD	12	17.1%
Experience	1–5 years	16	22.9%
	6–10 years	25	35.7%
	11–15 years	17	24.3%
	16+ years	12	17.1%

The percentage of men and women was rather homogeneous (Demographics: 54.3% men and 45.7% women). The responses of the age group (31-40) showed the most responses (40 percent), which implies that there was a large number of respondents who were in the middle of their careers and who are likely to have much professional experience and experience in school running. In terms of skills, the majority of the participants are Masters (57.1), and they give the impression that the sample population is highly qualified to respond to the questions. Moreover, most of the respondents fall in the 6-10 years of experience (35.7%), and the data presented is the one of the individuals who were challenged by the learning environment and leadership positions enough and, thus, a more plausible outcome can be obtained.

There is an interrelation between student Academic Performance and school Leadership. School Leadership is linked to academic performance.

Table 1: School Leadership and Student Academic Performance

Table 1: Response Distribution

Statement	SDA (%)	DA (%)	Neutral (%)	Agree (%)	SA (%)	Mean	SD
School leadership directly influences students' academic performance.	4.3	8.6	11.4	40.0	35.7	4.05	0.88
Effective principals improve overall school academic results.	3.0	7.1	12.9	42.9	34.1	4.03	0.86
Leadership practices enhance students' motivation to learn.	5.7	8.6	10.0	38.6	37.1	4.04	0.90
School leaders play a key role in improving examination outcomes.	4.3	7.1	11.4	41.4	35.7	4.02	0.87
Instructional supervision by leaders improves student achievement.	3.0	8.6	10.0	40.0	38.4	4.08	0.84
Strong leadership ensures better classroom management.	5.7	10.0	12.9	37.1	34.3	3.98	0.91
Leadership decisions significantly impact students' academic success.	4.3	7.1	11.4	42.9	34.3	4.06	0.85
School heads' vision contributes to improved academic performance.	4.3	8.6	12.9	40.0	34.2	4.01	0.88
Leadership support helps teachers improve student learning outcomes.	3.0	7.1	11.4	41.4	37.1	4.10	0.83
Academic progress depends on effective school leadership.	4.3	8.6	10.0	40.0	37.1	4.07	0.86

The results show that the respondents' perception of the relationship between leadership and the achievement of school students is high. The responses have percentages in the Agree and Strongly Agree brackets, with an average of over 4.00 on the items. This indicates that the participants generally have a positive perception that leadership of the school is important for improving students' learning performance.

This has implications that the ways of leadership being measured include supervision of learning, decision-making, and vision as factors that have a positive impact on academic achievement. Their theory of good leadership being one of the determining factors in school effectiveness is consistent with that, as leadership has a positive impact on the quality of education and the involvement of students in school (John Hattie, 2009). The general evidence that the effectiveness of the school administration is closely related to academic achievement is generally good.

The student will explain the impact of leadership styles on the performance of students.

Objective 2: Leadership Styles and Student Outcomes

Table 2: Response Distribution

Statement	SDA (%)	DA (%)	Neutral (%)	Agree (%)	SA (%)	Mean	SD
Transformational leadership improves student outcomes.	3.0	7.1	14.3	42.9	32.7	4.05	0.84
Instructional leadership enhances teaching quality.	2.9	6.0	12.9	44.3	34.1	4.09	0.81
Democratic leadership promotes student engagement in learning.	4.3	8.6	14.3	41.4	31.4	3.98	0.89
Leadership style influences classroom effectiveness significantly.	3.0	7.1	13.0	42.9	34.0	4.06	0.85
Participative leadership leads to better academic results.	4.3	8.6	12.9	41.4	32.8	4.02	0.87
Autocratic leadership negatively affects student performance.	10.0	12.9	14.3	38.6	24.2	3.60	1.02
Supportive leadership improves student learning outcomes.	3.0	7.1	12.9	44.3	32.7	4.08	0.83
Leadership flexibility enhances academic success.	4.3	8.6	13.0	41.4	32.7	4.01	0.88
Collaborative leadership improves school outcomes.	3.0	7.1	12.9	43.0	34.0	4.07	0.84
Leadership style determines teaching effectiveness in schools.	3.0	8.6	12.9	42.9	32.6	4.05	0.85

The results show that the respondents have a strong link with the various leadership styles and have better student learning outcomes. The agreement scores for these forms of leadership (transformational, instructional, democratic, and collaborative) were very high, and the teachers and school stakeholders had a strong agreement that such forms of leadership are very effective in enhancing academic performance.

But the average autocratic leadership of pupils is quite low, and therefore the pupils are negatively oriented towards the performance of their students in regard to autocratic leadership. This proves the idea that the new forms of leadership in the educational sector suit participatory and student-centred leadership better. The results are consistent with studies that indicate that transformational and instructional leadership have a great positive impact on improving schools and student achievements (Viviane Robinson, 2011). This implies that leadership is the key to success in education.

Table 3: Challenges in Instructional Leadership

Table 3: Response Distribution

Statement	SDA (%)	DA (%)	Neutral (%)	Agree (%)	SA (%)	Mean	SD
School leaders face time constraints in instructional supervision.	2.9	6.0	11.4	41.4	38.3	4.06	0.82
Lack of resources hinders leadership effectiveness.	3.0	7.1	10.0	42.9	37.0	4.07	0.83
Administrative workload limits leadership performance.	3.0	6.0	10.0	43.0	38.0	4.10	0.80
Teachers resist changes introduced by school leadership.	5.7	8.6	10.0	40.0	35.7	4.00	0.89
Lack of training affects leadership quality in schools.	3.0	7.1	10.0	41.4	38.5	4.08	0.81
Limited funding restricts effective leadership practices.	4.3	8.6	12.9	40.0	34.2	4.02	0.86
Policy constraints affect school leadership decisions.	4.3	7.1	12.9	41.4	34.3	4.01	0.87
Communication gaps hinder leadership effectiveness.	3.0	8.6	10.0	42.9	35.5	4.05	0.84
Lack of staff support challenges school leaders.	4.3	7.1	12.9	41.4	34.3	4.03	0.85
External pressures affect leadership roles in schools.	3.0	7.1	11.4	42.9	35.6	4.06	0.83

Results indicate that the school leaders' use of instructional leadership faces many problems from the respondents' perspectives, with a high level of agreement among respondents. The means scores were high for all items, explaining that all these factors are concerns in educational settings – lack of time, lack of resources, administrative load and lack of training.

The dilemmas show that structural and organizational factors are an obstacle to effective practice in their life. These boundaries hinder teaching by school leaders, as well as enhance the teaching and learning process and facilitate the work of teachers. Following the findings of studies that have indicated the adverse impacts of workload and scarcity of resources on school improvement programme implementation that in turn leads to poor leadership (Peter Hallinger, 2005). It is therefore necessary to take the barriers that impede instructional leadership in schools into account, so that schools can improve instructional leadership.

The School Culture and Climate rubric is a template that contains the following elements.

Table 4 School Culture and Climate

Table 4: Response Distribution

Statement	SDA (%)	DA (%)	Neutral (%)	Agree (%)	SA (%)	Mean	SD
Positive school culture improves student performance.	3.0	7.1	10.0	42.9	37.0	4.09	0.82
School climate significantly affects teaching effectiveness.	4.3	8.6	12.9	40.0	34.2	4.01	0.87
A supportive environment enhances learning outcomes.	2.9	6.0	10.0	44.3	36.8	4.12	0.78
Leadership plays a key role in shaping school culture.	3.0	7.1	11.4	41.4	37.1	4.07	0.83
Collaboration improves academic success in schools.	4.3	8.6	12.9	40.0	34.2	4.00	0.88
Trust among staff improves student outcomes.	5.7	8.6	10.0	40.0	35.7	4.02	0.86
A safe environment enhances student learning.	3.0	7.1	10.0	42.9	37.0	4.10	0.81
School climate influences student motivation.	4.3	7.1	11.4	41.4	35.8	4.04	0.84
Respectful culture improves academic achievement.	4.3	8.6	12.9	40.0	34.2	4.00	0.88
Positive relationships support student success.	3.0	7.1	10.0	42.9	37.0	4.09	0.82

The results obtained generally pointed out school culture and climate as a major factor in student learning and learning performance. The respondents concurred that the relationship between the factors that led to good academic performance, establishment of a positive atmosphere, trust, and teamwork was good. The ideology of thinking is always high in terms of the significance of healthy school environments, which makes the mean values always high.

Results show that the effectiveness of leadership is not only considered a factor, but also closely related to the climate of the whole school. A positive culture is motivating, involving, and empowering students in their work with teachers and leads to improved outcomes. This matches education research, which says that school climate is one of the most important mediating variables in levels of achievement and performance at school (Kenneth Leithwood, 2005). This should thus maximise the leadership impact by having an encouraging school climate.

Table 5 Recommendations for Enhancing Leadership Effectiveness

Table 5: Response Distribution

Statement	SDA (%)	DA (%)	Neutral (%)	Agree (%)	SA (%)	Mean	SD
Leadership training improves school performance.	3.0	6.0	11.4	41.4	38.2	4.09	0.81
Professional development enhances leadership skills.	2.9	6.0	10.0	42.9	38.2	4.12	0.80
Proper resource allocation improves leadership effectiveness.	4.3	7.1	12.9	40.0	35.7	4.03	0.85
Policy support strengthens school leadership practices.	3.0	7.1	11.4	41.4	37.1	4.06	0.83
Continuous training improves instructional leadership.	3.0	6.0	10.0	42.9	38.1	4.10	0.81
Technology integration enhances leadership efficiency.	5.7	8.6	12.9	40.0	32.8	3.95	0.90
Collaboration improves leadership outcomes.	3.0	7.1	11.4	41.4	37.1	4.05	0.84
Monitoring and evaluation improve leadership quality.	4.3	7.1	10.0	41.4	37.2	4.07	0.82
Leadership workshops enhance school performance.	3.0	6.0	11.4	42.9	36.7	4.08	0.83
Strategic planning improves leadership effectiveness.	3.0	7.1	10.0	41.4	38.5	4.11	0.80

As the results indicate, the support of the improvement of effectiveness of leadership through the systematic interventions such as training, professional development, resources allocation, and strategic planning is high. There is a high level of agreement; this means that respondents recognise its importance to build leadership capacity continuously.

These results also indicate that the development of leadership programs, including monitoring systems and workshops, should be vital in enhancing the performance of schools. Within it can be a set of “neutral” responses that indicate that there are some differences in perceptions, but overall there's a solid feeling there's a need for a systematic improvement of leadership. These results can serve as an affirmation that one of the key aspects in leadership development and educational outcomes is the continuation of professional growth (Hattie, 2009). Leadership development must thus be undertaken to enhance the school in the long term.

5. Findings

From the results of the study, a positive and strong correlation between school leadership practice and the academic achievements of students emerged. Most of the respondents concurred that effective participation that would lead to enhanced performance among the students required good leadership, particularly in regard to objectives, monitoring, and supervision. The data on the Likert scale have demonstrated certain statistical trends. More student-oriented schools will have more successful performance of proactive and committed leaders. The results are consistent with the idea that leadership can foster academic performance through its role as a mediator for quality of teaching and learning environments (Leithwood et al., 2004).

The results from leadership styles have shown that transformational leadership and instructional leadership have the biggest positive impact on the improvement of student learning outcomes. The respondents indicated that giving students clear academic guidance and inspiring and motivating them leads to a more productive learning process. In particular, educational leadership has had close links to improving curriculum and teacher training, with improved student achievement outcomes. This is in line with other research that has indicated the advantages of this leadership style as a means of motivating academic performance.

The research also established that school leaders had some problems with implementing instructional leadership. The unavailability of resources, administrative overhead, insufficient training, and staff resistance were mentioned by many respondents. These obstacles do not allow the leaders to focus on aspects of enhancing teaching and learning in terms of innovation. In addition, other results showed that contextual factors such as class size and socio-economic differences had a negative impact on leadership, which has reinforced the results obtained above, often confronting leadership with other variables.

The second key finding of the research was that school culture and climate were a mediator between leadership and student outcomes. One of the factors identified as having a positive impact on effective school management practice was a positive, inclusive, and collaborative school environment. Strong ties between student achievement and leadership were also established in schools that had high confidence, shared values, and open communication with each other. This implies that leadership is not the sole factor that counts, but rather it should be a supportive culture of an organization that brings about the results.

Lastly, the research provided a number of recommendations to enhance leadership in schools. According to the participants, they needed to carry on with professional development, leadership development, and policy support. In addition, the necessity of distributed leadership and decision-making through collaboration was well agreed upon. The findings of these studies give further evidence that the effects of empowerment on education outcomes and institutions' performance can be considerable if leaders (with the necessary capacities, resources, and freedom) are empowered.

6. Discussion

The findings that were a part of this research could be utilized in the attempt to substantiate the already accepted assumption that the role that schools can play in educating their students is highly dependent on the leadership of their schools. The positive correlation between leadership and academic achievement also concurs with the findings by Leithwood et al. (2004) that leadership impacts student academic achievement following classroom instruction. The findings indicate that good leadership not only impacts the administrative process, but indirectly the quality of teaching and learning.

The conclusion of the presupposition of transformational and instructional leadership style in this research aligns with the earlier research of Robinson et al., (2008) who found out that transformational and instructional leadership forms two significant factors in school performance. Transformational leaders are encouraging and inspiring to their teachers as well as teachers who are committed to work towards better instruction of teachers and curriculum delivery. The setting seems to be a good leadership model, as it brings human and academic issues in schools.

Such issue as the creation of the system that is outlined in the present document is also covered in the literature, e.g., insufficient resources and administrative overhead. Hollinger and Heck [12] reported that such circumstances and systems usually limit the effectiveness of leadership. The results show that the discussion about leadership practices is beneficial, but not sufficient, if there are no structural barriers. Therefore, education policymakers need to take the necessary support systems seriously into account to allow leaders to use them to improve their instruction.

The mediating variable in this research, school culture and climate, is equivalent to the theoretical facet of Deal and Peterson [13], which shows the significance of organisational culture on educational performance. Positive school climate will help in understanding, trust, and

motivation among all the school participants and hence will enhance the effects of leadership practices. A reminder to the leaders that they have to be part of the school community and involved in creating a positive and welcoming school climate.

Lastly, the research results, in terms of the recommendations, can be applied to the existing debates on the problem of leadership development in education. The emphasis on professional development, shared leadership, and teamwork practices Fullan, [7]; Harris, [14] is an indicator of modern trends in educational leadership studies. The plans not only assist schools to augment their leadership, but also aid in the sustainable development of the school.

7. Conclusion

The current study aimed to examine how school leadership influences student learning outcomes, leadership practices, leadership styles, problems associated with instructional leadership, and how school culture and climate mediate the relationship. The findings are evident- there exists a close correlation between effective school leadership and good performance. Effective practices that positively influence students' performance include identifying goals, checking instructions, and providing teacher assistance. This demonstrates that leadership is one of the key factors that will influence a school's efficiency and will have an indirect effect on the improvement of learning outcomes by improving educational practice.

Moreover, the research identified transformational and instructional leadership as the most effective leadership styles to enhance student achievement. The inspirational, motivating, and participatory leadership helps to create a productive learning environment that allows teachers and learners to learn. Such leadership practices not only have academic advantages but also provide collaboration, innovation, teacher training, and long-term support to the entire school community.

Among the issues that affect school leaders, as discussed in the study, were a lot of administrative pressure, scarcity of resources, opposition to change, and training. Such challenges make it difficult for teaching leaders to carry out their leadership in an effective manner and to encourage the desired educational outcomes. Based on the findings, it is clear that the performance of leaders cannot be determined by merely taking advantage of their personal competences; hence, institutional and situational concerns have a part to play.

The other significant aspect of the study is that educational culture and climate play a significant role in mediating leadership and student outcomes. Overall, effective and positive school climate

facilitates leadership practices in the sense that they foster confidence, cooperation, and motivation among the stakeholders. Therefore, good leadership is not just a culture that promotes strategic projects but also supports them.

Finally, but not least, the study concludes that school leadership is important to boost students' performance. Besides effective leadership, good school climate and institutional support, sustainable improvement in education can be realized. Leadership development should therefore be accorded the first priority by policymakers and educators in order to enhance the quality of education.

8. Recommendations

It makes a couple of recommendations based on the results of the research to make school leadership more functional and to enhance student learning performance.

First, education authorities are recommended to implement and set up holistic leadership training programs as described for school leaders. They are supposed to be the programmes which were focused on building up instructional leadership and transformative leadership in teachers, to guide them to the improvement of their teachings. It should also be ensured that there are continuous advancements in skills, so that achievements can be secured among school leaders and in leadership practices.

Secondly, in schools, there is going to be common and shared leadership. The decision-making process involving teachers and other stakeholders will create a sense of ownership, accountability, and teamwork in the school. This will not only decrease the workload of a single leader, but will also enhance the practices of leadership in the whole institution.

Thirdly, the issues of school leaders should be considered, especially concerning the allocation of resources and the workload. The school policymakers are supposed to make certain that the school has the facilities that it requires, such as educational equipment, technology, and administrative facilities. Negative aspects of administration will not torment school leaders, and they will have an opportunity to focus on management and education enhancement.

Fourthly, a positive school culture and climate should be pursued in order to encourage and sustain. The school administrators should develop a trusting, respectful, and open-minded atmosphere. To maximise leadership impacts on student achievement, teachers are invited to collaborate, get acquainted with students, and offer them a secure and inclusive learning experience.

Finally, further research is necessary to investigate other variables that affect the quality of school leadership, such as community involvement, teacher motivation, and technology. A longitudinal study would be more informative about the long-term impacts of the leadership practices on the students' performance and how the leadership practices change over time.

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