Leadership behavior in Sub-urban High-performing Schools in Quetta: A Qualitative Study

Zarina Waheed
Sardar Bahadur Khan Women's University, Quetta
Waheed Bahadur
University of Balochistan, Quetta
Saba Rehaman
Sardar Bahadur Khan Women's University, Quetta

Abstract

The success of schools largely depends on their leadership. This paper reports on the findings of two cases, aiming to explore the leadership behavior in two suburban high-performing schools in thecapital city of Balochistan province known as Quetta.For data collection, 12 participants were selected from both schools comprising on senior teachers, principals, and vice-principals.The data wereanalyzed through aninductive exploratory method based on grounded theory approach. The data indicated that leaders in suburban high-performing schools possessed multiple and adaptive leadershipbehaviors. They were focused on change and improvement, building astrong relationship with school members, and assigning and clarifying tasks.

Keywords: Leadership, Sub-urban high-performing schools, principals, boy schools, Quetta.

1. Introduction

In the 21st century, schools like other organizations are facing numerous challenges and risks due to globalizations, technological advancements, and competitions with other schools (Mulford, 2008; Tai, Omar, Mohamad Sahari, & Khuan, 2014). Due to such challenges, schools need to be attentive, adaptive, and ready to change their current practices in order to survive and thrive. The process of change or improvement of any organization is planned, organized, controlled, and properly directed to achieve certain objectives. It is based on continuous learning, systematic change process, and leadership and strategy driven (Kotnour, 2010, 2011). Schools also plan and implement change to improve their performance. Noticeably, change in school performance is a complex process. It modifies thestructure, strategy, processes, and culture of the school. It alters the mindset, belief system, and behaviors of the members of theschool, in order to see the world in a different perspective.

In this turbulent era, Pakistan, like other countries around the world, has taken innumerable initiatives to improve its education system in order to develop an intellectually, spiritually, and psychologically competent nation who could compete internationally. However, after sixty-three years, the education system of Pakistan did not undergo remarkable improvements and is facing acute challenges. The access to quality education, gender gaps, low enrollment, highdropout rate, low quality of teaching and management are some of the issues illuminated previously (Alcott & Rose, 2015; Ashraf & Kopweh, 2010; Bengali, 1999; Simkins, Sisum, & Memon, 2010). These challenges are faced in all provinces of Pakistan, nevertheless, the current statistics on thecondition of education in Balochistan are alarming (ASER-Pakistan, 2015).

According to Memon, Joubish, and Khurram (2010), the root cause of these challenges lays on thelack of funding, inefficiency in implementation of programs and policies, and most importantly, poor school management, monitoring, and supervision by school heads and other leaders. Thus, testifying that if the quality of school management and leadership is enhanced, the quality and performance of schools enhances. Because, school leadership has been considered has a tool to direct and influence the performance and function of schools (Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Leithwood & Wahlstrom, 2008; Urick, 2016). Hence, the purpose of this qualitative inductive multiple-case study is to explore the leadership behaviors of the high-performing schools located in Quetta

and schools to perform well. As such studies have been conducted in other countries like China, Malaysia, Finland, Wales, Australia, America, and Unite Kingdom(Aziah & Abdul Ghani, 2012; Caldwell & Spinks, 2008; Harris, Zhao, & Caldwell, 2009; Mulford et al., 2008).

2. Theoretical Framework

Tri-dimensional theory of leadership behaviour has been employed in this study to explore leadership behaviour of selected high-performing schools (Yukl, 2004, 2012; Yukl, Gordon, & Taber, 2002).There are three dimensions of leadership behavior mainly in this theory. These dimensions are: a) task-oriented leadership behavior, b) relation-oriented leadership behavior, c) change-oriented leadership behavior. Task-oriented leadership behavior is based on clarifying roles and duties, planning, assigning tasks, spending funds wisely, and observing the operations (Yukl, 2012). The behaviours found related to relation-oriented leadership behavior are working collaboratively, considering participation, and development of teamwork and trustworthy relationships(Yukl et al., 2002). Committed to remarkable change for school betterment with a strong vision, energetic for accomplishments, encouraging innovative thinking and risk-taking are some of the change-oriented leadership behaviors.

3. Literature Review

Leadership is a universal process and sum of practices, activities, skills, and behaviors. According to Kouzes and Posner (2007), excellent leaders engage in five practices. However, these five practices are behaviors, not components of a leader's personality. These proposed behaviors are: 1) model the way (clarify values and set the examples), 2) inspire a shared vision (envision the future and enlist others), 3) challenge the process (search for opportunities and experiment and take risk), 4) enable others to act (foster collaboration and strengthen others), and 5) encourage the heart (recognize contribution and celebrate victory).

Similarly, in 2001, Fullan proposed a framework for leadership for change. According to him, leadership at atime of turbulence and change requires a new mindset. He proposed this new mindset into a framework that

is based on five interdependent components of leadership. The first component, leadership with 'moral purpose' means changing lives of the student and treating teachers fairly in an acceptable way and behaving in a moral way. The second component 'understands change' where the leader is asked to understand the process of change in order to be successful. The third component is 'building relations' where the focus of leader should be improving relations with purposeful interactions and problem solving. The fourth component is creation and sharing of knowledge by understanding the change with amoral purpose, by developing good relations. In the last component, the leader is supposed to seek coherence in order to avoid fragmentation but not persistent.

Thus, successful change depends on how leaders lead (Huang & Liao, 2011). Principals as effective leaders manage and adjust change, create an effective change process, initiate vision, challenge the status quo and take therisk(Pokharel, 2014). Undoubtedly, leadership is an skill of influencing others (Karuna, Kanokorn, Sujanya, Somjed, & Aduldej, 2014).

A large body of literature is available that affirms the effect of leadership on school performance and success. These studies show that leadership is the key to school performance, as it directly or indirectly affects all factors and aspects of school life (Al-Husseini, Elbeltagi, & Dosa, 2011; Boonla & Treputtharat, 2014; Butcher, Bezzina, & Moran, 2011; Fullan, 2001, 2003, 2011; Inandi, Tunc, & Gilic, 2013; Mulford & Silins, 2011; Urick & Bowers, 2013). For instance,Bean, Dole, Nelson, Belcastro, and Zigmond (2014) stated that a reform that was initiated to improve the performance of schools was terminated. But, few schools succeeded to sustain it. While, studying these schools he found that these schools were having supportive leaders.

Moreover, Leithwood et al.(2006) recognized four leadership behaviors that contribute towards school performance. These behaviors are: a) setting directions, b) redesigning the organization, c) developing people, d) and managing instructions. In another, Al Sharija and James (2012) based on Leithwood's framework examined the leadership practices of two school principals who succeeded to implement a new initiative to implement ICT in classrooms whereas others failed to do so. The authors found aset of common

practices in both principals that are: developing staff; developing support from parents and other local donor agencies; prioritizing the most important things; taking risks; sharing, supporting, and promoting vision; maintaining the hierarchy of organization as well as involving staff in decision-making. As well as, motivating staff to learn new and required knowledge and skills; developing a collaborative culture; solving problems by proper planning; encouraging creativity and innovativeness among staff.

In addition, to this, a group of researchers found that leaders in high-performing schools exhibit some best practices or behaviors. Acting openly and honestly, develop personnel and facilitate leadership,recognize ultimate accountability, communicating and rapport, facilitate instruction, managing change process, shared leadership; leading with an instructional orientation; facilitating professional development (Crum & Sherman, 2008; Crum, Sherman, & Myran, 2009; Sanzo, Sherman, & Clayton, 2011).

The critical analysis of this small piece review of the literature shows that the all critical leadership behaviors can comply into task-oriented, relation-oriented, change-oriented leadership behaviours. For instance, facilitating instruction, setting directions, and facilitating professional development are task-oriented leadership behaviors. Developing a collaborative culture, developing people, and rapport development are relation-oriented leadership behaviors. Moreover, strategic planning for change, and minimize resistance to change, redesigning the organization, and risk-taking are change-oriented leadership behaviors. Thus, it is evident from areview of the literature that leaders' task-oriented, relation-oriented, and change-oriented leadership behaviors notably influence school performance.

4. Methodology

To explore the leadership behavior of leaders in selected suburban schools, a qualitative research approach was utilized. The rationale behind using qualitative approach was to get anin-depth understanding of thephenomenon in natural settings from participants(Creswell, 2012). Additionally, themultiple-case study was employed to understand multiple fundamental dimensions of a complex social system(s)(Merriam, 2009; Yin, 2009).By employing multiple-case design, the researchers got a thick and

holistic description of the phenomenon understudy(Asher, 2005), because it allowed the researcher to analyze within each setting and across settings in order to understand the similarities and differences among cases (Baxter & Jack, 2008). Asher (2005) clarified that a multiple-case study has a limited number of cases starting from two to ten. Accordingly, the number of cases in themultiple-casestudy are relatively low in order to collect in-depth and detailed data. Thus, two cases "sub-urban Schools" selected for this study are ideal for multiple-case study.

4.1 Selection of Schools

For this study, two high-performing suburban schools were selected as sites for the study. For selection of cases, purposive sampling was used where the list of top high-performing schools who were performing well from last three years in matriculation exams conducted by Board of Intermediate & Secondary Education, Balochistan, Quetta. Prior to data collection, the principals of both schools were contacted and the objectives and mode of the study were explained. On assuring the confidentiality and anonymity of the school, the researchers were allowed for data collection.

4.2 School Profiles

School A (a pseudonym) comprised an approximately 1600 students with a beautiful landscape. The school building was attractive with a well-designed building, parking porch, playgrounds, and with local trees and plants. The school has achieved 100% results in annual results of matriculation declared by Balochistan Board. School B, on the other hand, has been performing well in the annual results of matriculation. The school is situated far from themain city and is the only school catering a large number of students from the vicinity. The majority of the students are from low SES and Afghan refugees. Thus, the both schools were situated in suburb of Quetta and were high-poverty high-performing schools.

4.3 Participant Selection

the most suitable and appreciated technique for participant selection, for qualitative studies, is purposive sampling(Corbin & Strauss, 2008; Creswell, 2012).Therefore, for this study, 12 participants were selected through

purposive sampling as asample from the population of two selected high-performing suburban schools. Data were collected from 4 senior teachers from each school at least with five years teaching experience who could provide enough reliable data and could share authentic information. Correspondingly, both school principals and vice-principals were also interviewed.

4.4 Data Collection

There are different tools such as artifacts, biographies, interviews, document review, observation, focus group interviews which can be utilized for data collection in qualitative studies(Creswell, 2012; Merriam, 2009). Nonetheless, this study was based on semi-structured and in-depth interviews as main data collection technique.Interview method has been regarded as one of the most suitable methods for data collection in qualitative case studies (Yin, 2009). Each interview was conducted and tape recorded as per prior permission and participants were allowed to use Urdu and English language according to their interest so that more in-depth information could be attainedand some probing questions were also used (Merriam, 2009). Each interview duration comprised of 30 minutes and participants were allowed to withdraw anytime they desired. Experts were contacted to review and validate the interview transcripts in both languages as well as member check, peer review, and expert opinion were used as methods to enhance the trustworthiness of the findings.

4.5 Dataanalysis

In qualitative data analysis, the data collection and data analysis are simultaneous (Miles & Huberman, 1994). Hence, the preliminary data analysis, in this study, started with data collections. However, for more in-depth analysis, the inductive analysis approach based on open coding, axial coding, and selective coding was employed (Corbin & Strauss, 2008). This method of data analysis is also known as grounded theory analysis. However, according to, to Corbin and Strauss (2008) this method is generally applicable to all types of qualitative research methods that intend to come up with theory or not. This type of analysis is most widely used qualitative inductive analysis method. In addition to this, fulfilling the requirements of

multiple-case study design, the data analysis consisted of two stages of data analysis: 1) within case analysis where each case was analyzed individually, and 2) cross-case analysis where the both cases were compared to see the similarities and differences or common and unique themes (Miles & Huberman, 1994).Atals.ti 7 was used as software to organize and manage the data and ease the analysis process.

5. Findings

The data analysis revealed some important findings on leadership behavior in suburban areas. Figure 1 presents the network view of main themes under each leadership behavior.
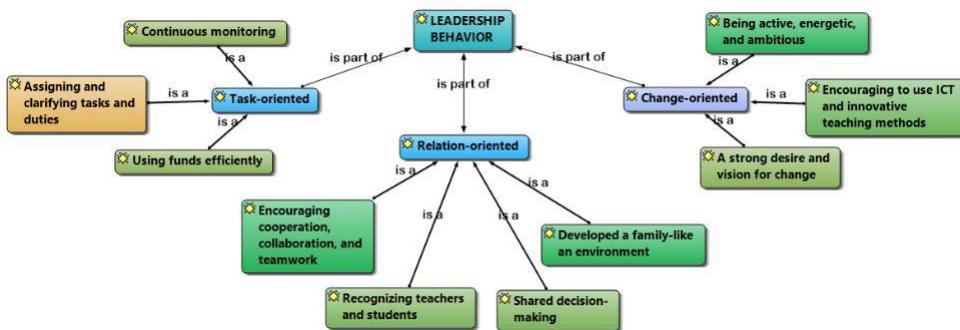

Figure 1: Network view of main themes under each leadership behavior using Atlas.ti 7.

5.1 Change-oriented Leadership Behavior

Firstly, the data analysis revealed that in both schools the teachers considered the principals as main contributors in schools change. They appreciated the principals and declared that without their change-oriented behaviors the change and improvement would have been impossible. For example, a teacher from School B claimed:

"For last few years, we have seen many changes in this school regarding teaching learning process, co-curricular activities, and annual results. Previous principal and existing have put their full potential to rise standard and education quality of this school. Our principal plans productively and with the assistance of teachers try to make things possible"

The teachers in school A highlighted that their principal as achange-oriented leader is very active, energetic, and ambitious. One of the teachers regarded him as thenucleus of the school. He reflected, "I here would like to mention that our principal is the fundamental component as nucleus involving all in different activities and keeping all active in the system". Another teacher said, "because of this principal we have improved a lot. He is performing the core role".

In addition to this, the principals in both schools were showing a strong desire and vision for change and improvement in their schools. They wanted to make their schools as best schools in the Quetta. The principal from school A wanted to upgrade his school asinter-college so that the children in vicinity could get opportunities to get higher education as for many of them to go to Quetta city to attend different colleges was a challenge. He also had the plan to upgrade school infrastructure and provide all required facilities to make teaching and learning process smooth. "Principal and I want this school to be upgraded as inter-college. Because there is no college around here. We are trying our best to do so," reflected the vice principal. Similarly, the principal from school B was trying to increase educational awareness among the parents of the students to make them compatible with society. He shared:

"Usually, thesuccess of any institution depends on Head. The team that I have here is best among all ones that I have worked with but they needed a strong leadership which they lacked. Previously, there was not a sort of harmony here, I am trying to develop, but I am not satisfied 100%. I have just achieved 20% of my objectives and have 80% to do so far".

It could also be manifested from the findings that both leaders as change-oriented leaders were trying to introduce new and modern teaching methods and Information Communication Technologies (ICT). A teacher from school A considered principal as being very innovative. He claimed, "…He is always excited in introducing new things and methods". The both principal were motivating and appreciating their teachers to use innovative teaching techniques in their teaching-learning. A teacher from SA reported, "We don't have such big resources but if we try new things, he appreciates us". "The teachers are appreciated … [if they] apply new techniques in teaching. For example, some teachers apply gaming methods for teaching

different things in small classes…," said another teacher. While in thecase of School B, a teacher shared, "We need resources for such things so far we are using traditional methods but we do put some efforts with new ideas and such efforts are appreciated a lot". Another teacher informed, "On avery first day when he joined this school as Head, in thefirst meeting, he advised all to utilize advanced methods as like modern instructional strategies…".

For incorporating ICT, the both principal tried their level best to provide full functional computer laboratories in their schools. In school A, the computer laboratory was fully functional, however, due to theearthquake the building was broken. A new building was under construction for this purpose. The principal was planning to provide multimedia and overhead projectors for teaching and learning. But for school B, the computer was only available for teachers. Nevertheless, the principal was trying to get the computers for students as well. As a teacher informed, "For computer lab they have sent a proposal, so far we just have computer and net in office for teacher's use only". Another teacher shared:

"...He has recently invited NGO's to visit and provide IT facilities to students like computers etc. He has sent a request to the department as well. We have a computer at the office with a net, teachers access it whenever they need".

5.2 Relation-oriented Leadership Behavior

The leaders in both case school had developed very strong interpersonal relationships with their teachers. They were viewed as kind, humble, and fair in their schools. "Our principal is very kind and you can confirm this from anyone here…," revealed teachers from school A. Another teacher added, "He is very kind to all and as I told you that he deals all equally. While, a third one shared, "He is just like an elder brother, very loving, caring and supporting". In thecase of school B, a teacher about principal informed, "He is kind to us and we are happy with him. Another teacher claimed, "He is very humble, and respects everyone without discrimination".

Moreover, the bothprincipal had developed a family-likeenvironment in their schools. They treated their teachers like friends and family members. Theyprovided support and motivation to their teachers as well as guided and

assisted them as head of thefamily. The principal for school B in this regard shared, "I mostly have young teachers here. Ideal them just like my own kids and I have divided tasks according to their relevant proficiency and on equality basis. So that they can work satisfactorily". He also added:

"I deal my teachers and staff as my own family and I deal them just as a father... In some matters I become strict with them, on another hand, I fully support them in any sort of personal issues like sometimes they reach late or face problems financially. I try to guide and assist them. They respect me a lot as do I. so we are just like family".

Similarly, teachers from school B regarded their principal as their father and elder brother. A teacher said, "He deals us just like family. Respects, guides and assists us in any type of problem. He is much cooperative with hardworking teachers and we have a nice relation". Same was the case with theprincipal in school A. A teacher shared, "The best thing about him is, he deals teachers just like an elder brother…".In addition to developing a family-likean environment in their schools, they also developed and maintained a friendly and trusting relationship with their teachers. The teachers shared that due to the friendly nature of their leaders they are more relaxed and happy to work in their respective schools.

It also echoed from the findings that the leaders created a school culture based on cooperation, collaboration, and teamwork. The teachers regarded their leaders as more democratic than autocratic. The principal from school A about theexistence of such culture affirmed, "I have tried ever to provide a nonviolent atmosphere so that they [teachers] may concentrate on their work. By the grace of God, our system is running under cooperation and collaboration". Similarly, the vice principal from school B shared, "The basic element is that we work collaboratively with teachers as teamwork and we have the support of the principal…".

Shared decision making was another relation-oriented behavior evident in the data. The leaders involved their school members in decision-making and valued their ideas and voices. In the meetings, usually the ideas and voices of the teachers were being heard and appreciated. The principals from both schools have formed different committees and teachers from each

committee were involved in decision-making related to the specific committee. A teacher from school B in this regard argued, "He has organized committees and conducts meetings time to time as per need. In such way, he involves everyone in the system". While a teacher from school A reported:

"Principal respects our opinions and therefore we are included in decision-making for any new plans for the progress of the school. We have committees for each section. Finalized programs are conveyed to all in meetings and orders are issued"

The last relation-oriented behavior was recognizing the teachers and students for their contributions and achievements. The quotations from both schools below are points of reference in this regard.

The principal has a very positive view on such deeds and appreciates a lot to teachers and students in any aspects of curricular and co-curricular activities and games. The winners get prizes even the teachers are also given prizes like recently in primary section one of our teachers works a lot in conducting exams properly. So he was much appreciated and given a gift from Principal.
I appreciate teachers for their good deeds and I give them a certificate of best teacher at the end of the year in a farewell program of students. Accordingly, students are given prizes at the school level for different activities satisfactory attendance, results or for winning games etc.

5.3 Task-Oriented Leadership Behavior

The data analysis showed that the leaders in both schools focused on making the process of task completion and school operations smooth. For this purpose, they were using various task-oriented leadership behaviors. Firstly, the principals in both schools assigned and clarified the tasks for the teachers and staff. The main method of assigning and clarifying tasks was through different meetings and discussion. The main duties and tasks like subjects to teach and timetables were finalized at the beginning of the year. However, continuous meetings were being held timely based on needs and situation. Office circulars and orders were also being used as a source for conveying duties and responsibilities.

The second task-oriented behavior demonstrated by the both principals was continuous monitoring of teaching- learning process and school operations. In school A, the principal has constituted a committee to evaluate the students' progress, course completions, and other school-related data. However, along with vice principal, he was doing continuous monitoring of school instructional process by himself. In both schools, the leaders were taking rounds, observing teacher teaching methods in classes during teaching, inquiring students, and analyzing tests and results were the methods for monitoring and evaluating school operations. For instance, the principal from school A shared, "I keep observing teaching-learning process by checking results and visiting classes. I also observe teacher's method that they apply in teaching and assist them for improvement, if required". While principal from school B declared:

"I take rounds of different sections and classes on daily basis and same is the responsibility of vice principal. I have given the task to a teacher to prepare reports accordingly. And the copy of the report is delivered to the teacher as well. Everything strong and weak points are mentioned in it so that teacher can bring reforms in the teaching process and can improve. I evaluate students' performance on results and different monthly tests".

The third task-oriented behavior apparent in the data was allocating and using funds wisely in schools and generating funds and donations. The both schools being government schools were receiving funds directly from the government. However, the principals and teachers in both schools mentioned that these funds were not enough to operate schools effectively. Within these limited budgets, the both principals were keen to use it wisely based on needs as well as attracting or requesting different agencies for donations and funding. In both schools, the participants mentioned that the principals send request or proposals to the donor agencies for the required things. For example, a teacher mentioned, " recently we needed uniforms for students. We sent them [donor agency] a letter, they provided us uniforms and some others things which we needed…".A teacher from school B claimed, "…principal has proposed and got approved some new construction works which are going on like building new classes etc.".Moreover, they also requested some NGOs and community members to donate funds and some resources like computers as well.

6. Dissuasion and Conclusion

The purpose of this study was to explore the leadership behavior in two selected high-performing schools situated in thesuburb of Quetta city. The finding of these study are encouraging. First, it showed that if the school have good and committed heads, they perform well. No matter what obstacles they face they have the courage to accept the challenges and take risks. Secondly, it was evident from the findings that the leaders of these schools were using multiple leadership behaviors. They were not focusing on completion of tasks and work distribution, rather were giving emphasis to relations and change along with tasks. These findings are in line with Yukl's findings that leaders, in order to improve their organizations, need to demonstrate change-oriented, relation-oriented, and change-oriented leadership behaviors(Yukl, 2004, 2012; Yukl et al., 2002).The results are also in consistency with other researcher from the field of school education who strongly recommended leaders to use adaptive and multiple leadership behaviors(Leithwood et al., 2006; Mulford, 2008).

The findings of this study also have some implications. Firstly, this study is adding to current literature on school leadership in Pakistan in general and on school leadership in Balochistan in particular. The findings can be incorporated in different policies and programs for school change. Especially, in suburban areas. Ministry of Education andEducation Department Government of Balochistan can use the findings of this study to plan programs and policies to bring reform intoschools. However, more such studies are recommended to be conducted in other parts of Pakistan as well to document the leadership behaviors and best practices in high-performing schools in order to help low-performing leaders to learn and duplicate.

References

Al Sharija, M., & Watters, J. J. (2012). Innovative leadership by school principals : Embedding Information Communication and Technology in Kuwaiti schools. *Journal of International Education Research*, *8*(4), 425–435.

Alcott, B., & Rose, P. (2015). Schools and learning in rural India and Pakistan: Who goes where, and how much are they learning? *Prospects*, *45*, 345–363. http://doi.org/10.1007/s11125-015-9350-5

Al-Husseini, S., Elbeltagi, I., & Dosa, T. (2011). The effect of transformational leadership on product and process innovation in higher education : An empirical study in Iraq.

ASER-Pakistan. (2015). *Annual Status of Education Report-Pakistan, 2014*. Lahore.

Asher, S. (2005). *Multiple case narrative: A qualitative approach to studying multiple populations* (Vol. 7). Amsterdam: John Benjamins Publishing.

Ashraf, M., & Kopweh, P. (2010). Globalisation and Education Policy of Pakistan : The Challenges of Access and Equity in Education. *University of Glasgow, UK*. Retrieved from http://www.periglobal.org

Aziah, I., & Abdul Ghani, K. A. (2012). A journey to excellence: A case of Ulu Lubai National Primary School in Limbang Sarawak, Malaysia. *Procedia - Social and Behavioral Sciences*, *69*, 1309–1313. http://doi.org/10.1016/j.sbspro.2012.12.067

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report Volume*, *13*(4), 544–559. http://doi.org/10.2174/1874434600802010058

Bean, R. M., Dole, J. a., Nelson, K. L., Belcastro, E. G., & Zigmond, N. (2014). The sustainability of a national reading reform initiative in two states. *Reading & Writing Quarterly*, *31*(1), 30–55.

http://doi.org/10.1080/10573569.2013.857947

Bengali, K. (1999). *History of Educational Policy Making and Planning in Pakistan*. Islamabad, Pakistan: Sustainable Development Policy Institute.

Boonla, D., & Treputtharat, S. (2014). The relationship between the leadership style and school effectiveness in school under the office of secondary education area 20. *Procedia - Social and Behavioral Sciences*, *112*, 991–996. http://doi.org/10.1016/j.sbspro.2014.01.1260

Butcher, J., Bezzina, M., & Moran, W. (2011). Transformational partnerships: A new agenda for higher education. *Innovative Higher Education*, *36*, 29–40. http://doi.org/10.1007/s10755-010-9155-7

Caldwell, B., & Spinks, J. M. (2008). *Raising the stakes: From improvement to transformation in the reform of schools*. London: Routledge.

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* (3rd ed.). Thousand Oaks, CA: SAGE.

Creswell, J. W. (2012). *Educational research:Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River: Pearson Education Inc.

Crum, K. S., & Sherman, W. H. (2008). Facilitating high achievement: High school principals' reflections on their successful leadership practices. *Journal of Educational Administration*, *46*(5), 562–580. http://doi.org/10.1108/09578230810895492

Crum, K. S., Sherman, W. H., & Myran, S. (2009). Best practices of successful elementary school leaders. *Journal of Educational Administration*, *48*(1), 48–63. http://doi.org/10.1108/09578231011015412

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Fullan, M. (2003). *Change Force with a Vengeance*. London: RoutledgeFalmer.

Fullan, M. (2011). *Change leader:Learning to do what matters most*. San Francisco: Jossey-Bass.

Harris, J., Zhao, Y., & Caldwell, B. (2009). Global characteristics of school transformation in China. *Asia Pacific Journal of Education*, *29*(4), 413–426. http://doi.org/10.1080/02188790903308860

Huang, Y.-C., & Liao, L.-C. (2011). A college leader's transformational leadership. *Journal of Management Research*, *3*(2), 1–22. http://doi.org/10.5296/jmr.v3i2.646

Inandi, Y., Tunc, B., & Gilic, F. (2013). School administrators' leadership styles and resistance to change. *International Journal of Academic Research*, *5*(5), 196–203. http://doi.org/10.7813/2075-4124.2013/5-5/B.30

Karuna, S., Kanokorn, S., Sujanya, S., Somjed, S., & Aduldej, T. (2014). Leadership practices of secondary school principals: A cross-national comparison of Thailand U.S. principals. *Procedia - Social and Behavioral Sciences*, *112*, 847–852. http://doi.org/10.1016/j.sbspro.2014.01.1241

Kotnour, T. (2010). *Transforming organizations: strategies and methods*. Boca Raton: CRC Press.

Kotnour, T. (2011). An emerging theory of enterprise transformations. *Journal of Enterprise Transformation*, *1*(1), 48–70. http://doi.org/10.1080/19488289.2010.550669

Kouzes, J. M., & Posner, B. . (2007). *Summary of the leadership challenge, 4th ed.* John And Wiley & Sons, Inc. Retrieved from http://leaderconnections.com/resources/The Leadership Challenge.pdf

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *What it is and how It influences pupil learning*.

Leithwood, K., & Wahlstrom, K. L. (2008). Linking leadership to student learning: Introduction. *Educational Administration Quarterly*, *44*(4), 455–457. http://doi.org/10.1177/0013161X08321495

Memon, G. R., Joubish, M. F., & Khurram, M. A. (2010). Education in Pakistan : The Key Issues , Problems and the New Challenges. *Middle-East Journal of Scientific Research*, *6*(6), 672–677.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis:An expanded sourcebook* (2nd ed.). California: SAGE.

Mulford, B. (2008). *The leadership challenge : Improving learning in schools*. Australian Education Review:ACER Press.

Mulford, B., Kendall, D., Ewington, J., Edmunds, B., Kendall, L., & Silins, H. (2008). Successful principalship of high-performance schools in high-poverty communities. *Journal of Educational Administration*, *46*(4), 461–480. http://doi.org/10.1108/09578230810882009

Mulford, B., & Silins, H. (2011). Revised models and conceptualisation of successful school principalship for improved student outcomes. *International Journal of Educational Management*, *25*(1), 61–82. http://doi.org/10.1108/09513541111100125

Pokharel, B. (2014). Preparation of principals for school change: A comparative study between Nepal and Singapore. *Malaysian Online Journal of Educational Management*, *2*(3), 1–17.

Sanzo, K. L., Sherman, W. H., & Clayton, J. (2011). Leadership practices of successful middle school principals. *Journal of Educational Administration*, *49*(1), 31–45. http://doi.org/10.1108/09578231111102045

Simkins, T., Sisum, C., & Memon, M. (2010). School leadership in Pakistan : Exploring the headteacher ' s role. *School Effectiveness and*

Improvement : An International Journal of Research , Policy and Practice, *14*(3), 275–291. http://doi.org/10.1076/sesi.14.3.275.15841

Tai, M. K., Omar, A. K., Mohamad Sahari, N., & Khuan, W. B. (2014). The development of a principal change leadership competency model : A structural equation modelling (SEM) approach. *ISEA*, *42*(2), 3–44.

Urick, A. (2016). Examining US principal perception of multiple leadership styles used to practice shared instructional leadership. *Journal of Educational Administration*, *54*(2 pp.), 152–172. http://doi.org/http://dx.doi.org/10.1108/09564230910978511

Urick, A., & Bowers, A. J. (2013). What are the different types of principals across the United States? A latent class analysis of principal perception of leadership. *Educational Administration Quarterly*, *50*(1), 96–134. http://doi.org/10.1177/0013161X13489019

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: SAGE.

Yukl, G. (2004). Tridimensional leadership theory: A roadmap for flexible, adaptive leaders. *Leading in Turbulent Times, Blackwell, Oxford*, 75–91.

Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspectives*, *26*(4), 66–85. http://doi.org/amp. 201 2.0088.

Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of Leadership & Organizational Studies*, *9*(1), 15–32. http://doi.org/10.1177/107179190200900102