Comparative Study About the Effectiveness of Promoted and Selected Educational Leadership

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A comparative study was designed to measure the effectiveness of promoted and selected educational leadership working in the public secondary schools. This research framework was descriptive in nature and survey design was followed. Study was limited to the province of Punjab. All the SSTs working under the control of promoted and selected leadership were the population of the study. The sample comprised of 648 SSTs selected via multistage random sampling technique. Researchers framed a survey questionnaire for data collection based on the four point likert scale having 30 items. The validity and reliability were assured through expert opinions and pilot testing. The reliability of the questionnaire was 0.95. Descriptive and inferential statistics was used for data analysis. The findings of the study showed that a significant difference was found between both types of educational leadership. Direct selected leaders were highly effective as compared to promoted leaders regarding exertion for making a good school team, passion for the academic achievement of students and use of NSB & FTF. That the education department should arrange continuous professional development and in-service training regarding utilization of school funds was recommended.

Key words: *Comparative study, Effectiveness, Selected, Promoted, Educational leadership.*

Introduction

Leadership is a process of influence leading to the achievement of desired purposes (Price, 2015). Efficacious leaders have a charismatic personality in that they work with vision and direction. It shows institutional heads professional worth.They give vision for the best performance for their stakeholders. They always plan and work for the grooming of their team and students (Ahmad, Arshad & Qamar, 2018).With sharing of the vision, leadership develops the school capacity and reduces the workload. The students' outcomes through activities and the improved role of staff progress towards the accomplishment of their task of quality education (Gurr, Drysdale & Mulford, 2015).

An effective forerunner has a shared vision. A pioneer has a persistent vision for development that guides how they work. They are rarely fulfilled and consistently accept that they can accomplish more (Shukla, 2014). A frontrunner is blessed with both a short-and-long term vision; the former is to visualize immediate needs and the lateral one is to envision the futurology. An effective school leadership puts a solid spotlight on understudy results; advances preferred understudy results over would-be anticipated results based on an understudy.

Achievement is a proportion of the competitiveness for fixed objectives and their completion. It is consistently conceivable to do 'simple', low-standard objectives. As it were, quality in advanced education can't just be an issue of accomplishments or 'yields', yet should likewise include decisions about the objectives (part of 'inputs'). School training is such a significant cycle in current society that instruction frameworks and establishments are continually under survey (Wasserberg, 2011). School adequacy and the related territory of school improvement have been points for an expanding collection of scholastic examination since the 1960s. Examination on school viability has proposed that a few schools are more fruitful than others, which incites inquiries concerning what is adequacy, what are the variables that add to viability and in what manner may this data give the premise to progress of schools and understudy results (Rowan & Taylor, 2013).

Characteristics of effective school leader have been widely identified as greatly influencing the achievement of the student. These are (a) Planning to improve student achievement (b) Provision of IT and AV Aids classrooms (c) High level setting of goals for students (d) Availably of a healthy and secure atmosphere for learning (e) The smooth running of the school with exemplary leadership (f) Availability of shared leadership for excellent output and, (g) A linkage between assessment and curricular practices (Leithwood & Jantzi, 2017).

Selectee School Head/Leader: The secondary school leader/headmaster who was selected by the Punjab Public Service Commission by following the criteria without having any teaching/administrative experience.

Promote School Head/Leader: The secondary school leader/headmaster who was promoted via promotion criteria as having teaching and administrative experience by the education department on the bases of seniority.

Effective School Leader: A leader always does his best for the betterment of teacher. He boosts them to improve their skills and knowledge. He is ready to encourage the staff for setting high goals and backing them for it (Bradley & Portin, 2009).

Leadership with School Effectiveness

The environment full of respect, regard, and warmth enhances the teaching learning process. Leadership is the dire need for proficient and effective process to achieve goals. In the same way, leadership is more important for any institution as compared to something else to achieve better results (Siddiqui, Panhwar & Shah, 2017).The exemplary principals operate planned and successful schools; those are passionate to make their pupils different by excellent results and character building (Nartisa, Putans & Muravska, 2012). So, following are the qualities which successful school leaders have:

Vision: It's easy to fire the theory of "vision" as ambiguous and woven, but the best school heads are visionaries with a clear sense of the pupil's achievements. Successful leaders have "great vision the ability to formulate and shape the future, rather than be shaped by events".

Courage: An effective school head shows great strength of mind and character with the self-control and stamina to realize the actual situation. They are prepared to take risks and are committed in challenging under-performance or pitiable behaviour. "There's a mental courage that you don't waver from,"

Passion: Dynamic leaders of schools are more concerned about teaching and learning and are more committed to the betterment of children. They show a positive concern toward the progress of staff and pupils (School Manual, Punjab education code #10).

Emotional intelligence: Fruitful leadership has the quality of team building. Successful leaders are fully aware of the significance of building relationships, capacity building of their staff and they impart more empathy toward their students. "Get the relationships right – open, trusting, humorous and much else follows naturally". "They feel motivated. They want to follow you."

Judgment: The great head of institutions have a great judgment power making right decisions and they are more sane leaders. In a critical time, however, they have to act alone.

The process revolves around engaging all the public and moving forward all the team together.

Resilience: The headship demands full-on and determination. Great school leaders have a positive attitude and are more resilient. They remain poised in the crucial times and are more enthusiastic and more optimistic. "It about really knowing yourself and having personal strategies so you are able to steady yourself in stormy waters".

Persuasion: The great leaders of institutions are more poised correspondents and motivators. They have a great convincing power and ability to describe the developments and achievements of the institution. They have an adept motivation power. A getting person to do things and go that extra mile lies at the heart of good leadership.

Curiosity: Effective school leaders are outward-looking and inquisitive. "Headship is about having at least one foot outside of the school looking at what's going on elsewhere and picking up good ideas." They are outstanding networkers and great opportunists, always updated with events (Kleine & Kracht, 2013).

There are two types of educational leadership working in the school education department of the Punjab; one is directly selected from the Punjab Public Service Commission (PPSC) and the other is promoted on seniority basis. So, it is very important to check the effectiveness of both types of educational leadership regarding different parameters announced by the school education department for enhancing the teaching and learning process.

Objectives of the Study

1. To compare the exertion of the promotee and selectee educational leader for making a good school team.
2. To compare the passion of the promotee and selectee educational leader for the academic achievement of students, and.
3. To compare utilization of funds by the promotee and selectee educational leaders.

Research Hypothesis

$H_01:$ There is no significant difference between the promotee and selectee educational leadership's exertion for making a good school team.

$H_02:$ There is no significant difference between the promotee and selectee educational leadership's passion for the academic achievement of students, and

$H_03:$ There is no significant difference between the promotee and selectee educational leadership regarding utilization of funds.

Procedure and Methods of the Study

The study was descriptive in nature and survey design was adopted. Study was delimited to the province of the Punjab and all the SSTs working in the public secondary schools were the population of the study. The researcher used multistage random sampling technique for the selection of the sample from the population. At the first stage, the researcher selected 4 divisions (Bahawalpur, Gujranwala, Rawalpindi and Faisalabad) out of 9 divisions of the Punjab province by using simple random sampling technique. At the second stage, from each selected division, 50% (8) districts were randomly selected. At the third stage, from each selected district, 50% (2)tehsils were selected randomly. At the fourth stage, from each selected tehsils, 50% (120) Govt. boys' and 50% (128) Govt. girls' secondary schools were randomly selected. From the selected secondary schools, the researcher used systematic random sampling technique and selected every 2nd SST (Gay, Mills & Airasian, 2009).

Table 1: Districts-wise frequency and percentage of the respondents

Districts	Frequency	%age
Mandi Baha.u.Din	69	10.6
Jhang	86	13.3
Jehlum	75	11.6
Hafiz Abad	65	10.0
Gujrat	96	14.8
Chinyout	35	5.4
Bahawalpur	113	17.4
Attock	109	16.8
Total	648	100.0

It is indicated in the above table that 10.6% (69) of the respondents were taken from Mandi Baha.u.Din, 13.3% (86) were taken from Jhang, 11.6% (55) were from Jehlum, 10.0% (65) were from Hafiz Abad, 14.8% (96) were from Gujrat, 5.4% (35) were from Chinyout, 17.4% (113) were from Bahawalnagar, and 16.8% (109) of the respondent were taken from the district of Attock. It is concluded that majority of the respondents were taken from the district of Bahawalpur.

The questionnaire was self-developed to measure their leadership effectiveness based on the four point likert scale i.e. Highly Effective (HE), Effective (E), Ineffective (IE) and Highly Ineffective (HIE).The questionnaire was validated with the help of educational experts and pilot testing was also performed. Cronbach's reliability of the questionnaire was 0.95 which was calculated through the Statistical Package for Social Sciences (SPSS). The computed Cronbach alpha reliability shows that items in the questionnaire were highly correlated and reliable. The researcher personally visited secondary schools which were included in the sample and administered the relevant questionnaires to the SSTs/SSEs who were teaching in secondary schools for getting quick and accurate responses.

Data Analysis and Interpretation of Data

Table 2: Exertion for Making Good School Team

Sr #	Statements	Category	N& %	HE	E	IE	HIE	Mean	t	Sig.
My school head make a good team by:										
1	Sharing vision with staff	Promoted	N	120	212	50	44	3.17	-3.184	.002
			%	28.2	49.8	11.7	10.3			
		Selected	N	131	71	23	6	3.42		
			%	56.7	30.7	10.0	2.6			
2	Developing relationship with staff	Promoted	N	206	162	36	22	3.30	2.891	.058
			%	48.4	38.0	8.5	5.2			
		Selected	N	125	85	19	2	3.42		
			%	54.1	36.8	8.2	.9			
3	Identifying who he/she needs for a particular role within a team	Promoted	N	141	186	65	34	3.12	-2.464	.014
			%	33.1	43.7	15.3	8.0			
		Selected	N	110	88	27	6	3.31		
			%	47.6	38.1	11.7	2.6			
4	Understanding the instinctive quality of a teacher which makes his/her tick for a specific task	Promoted	N	154	184	59	29	3.09	-3.989	.000
			%	36.2	43.2	13.8	6.8			
		Selected	N	109	104	14	4	3.36		
			%	47.2	45.0	6.1	1.7			
5	Spending time together with staff member in school	Promoted	N	166	175	57	28	3.12	-3.273	.001
			%	39.0	41.1	13.4	6.6			
		Selected	N	120	83	19	9	3.36		
			%	51.9	35.9	8.2	3.9			

Std.D for all statements= .69-1.00, df=646, P<0.05, Promote=426, Selectee-222.

It is indicated in the above table 2 that the computed t-values of statements 1, 3-5 are (-2.464 to -3.989) which are less than the t-table values (1.960) at df (646) and the computed sig values (.000-.002) of these statements is less than the critical P=0.05. It shows that mean values of the statement No. 1, 3-5 of the response of selectees leadership' SSTs significantly differ from the SSTs of promoting leadership. The computed t-value of statement No.2 is 2.891 which is greater than the t-table values 1.960 at df (646) and the computed sig value is .058 which is greater than P=0.05. It shows no significant mean difference between promotee and selectees leaderships' SSTs response for statement No. 2. Std.D (.69-.1.00) for all statements shows that respondents were constant while responding. It is concluded that exertion for making a good school team by sharing vision with the staff, identifying who he/she needs for a particular role within a team, understanding the instinctive quality of a teacher which makes his/her tick for specific task, and spending time together with a staff member in the school of the majority of selectees' school leadership was highly effective. The exertion for making good school team by developing a relationship with staff of the majority of both (promotee and selectee) school leadership was highly effective.

Table 2a: Exertion for Making Good School Team

Sr #	Statements	Category	N& %	HE	E	IE	HIE	Mean	t	Sig.
	My school head make a good team by:									
6	Playing to people's strengths to identify his/her specialties	Promoted	N	151	190	54	31	3.17	-2.757	.006
			%	35.4	44.6	.12.7	7.3			
		Selected	N	122	75	25	9	3.37		
			%	52.8	32.5	10.8	3.9			
7	Acting as a role model for both staff and pupils	Promoted	N	160	189	49	28	3.20	-4.165	.000
			%	37.6	44.4	11.5	6.6			
		Selected	N	139	63	24	5	3.49		
			%	60.2	27.3	10.4	2.2			
8	Setting objectives and making sure right outcomes are being achieved	Promoted	N	161	174	52	39	3.10	-2.623	.009
			%	37.8	40.8	12.2	9.2			
		Selected	N	105	95	21	10	3.30		
			%	45.5	41.1	9.1	4.3			
9	Tackling those who don't want to be there for the sake of school improvement	Promoted	N	155	164	63	44	3.01	-3.494	.001
			%	36.4	38.5	14.8	10.3			
		Selected	N	103	99	19	10	3.27		
			%	44.6	42.9	8.2	4.3			
10	Holding team member to account	Promoted	N	137	191	58	40	3.00	-3.428	.001
			%	32.2	44.8	13.6	9.4			
		Selected	N	104	93	29	5	3.24		
			%	45.0	40.3	12.6	2.2			

Std.D for all statements= .74-.96, df=646, P<0.05, Promote=426, Selectee-222.

It is indicated in the above table 2a that the computed t-values of statements 6- 10 (-2.623 to -4.165) are less than the t-table values (1.960) at df (646) and the computed sig values (.000-.009) of these statements is less than the critical P=0.05. It shows that mean values of the statement No. 6- 10 of the response of selectees leadership' SSTs significantly differ from the SSTs of promotes leadership. The Std.D (.74-.96) for all statements shows that respondents were constant while responding. It is concluded that exertion for making a good school team by playing to people's strengths to identify his/her specialties,acting as a role model for both staff and pupils, setting objectives and making sure the right outcomes are being achieved, tackling those who don't want to be there for the sake of the school improvement, and holding a team member to account of the majority of selectees' school leadership was highly effective. The exertion for making a good school team by developing a relationship with the staff of the majority of both (promotee and selectee) school leadership was highly effective.

Table 3: Passion for Academic Achievement of the Students

Sr #	Statements	Category	N&%	HE	E	IE	HIE	Mean	t	Sig.
My headmaster caters for passionate students' academic achievement by:										
1	Emphasisingthe lesson plan	Promoted	N	141	188	50	47	2.99	-3.828	.000
			%	33.1	44.1	11.7	11.0			
		Selected	N	108	91	16	16	3.28		
			%	46.8	39.4	6.9	6.9			
2	Advising the teacher to finish their syllabus according to a given time line	Promoted	N	162	178	58	28	3.11	-1.689	.000
			%	38.0	41.8	13.6	6.6			
		Selected	N	99	94	20	18	3.23		
			%	42.9	40.7	8.7	7.8			
3	Conducting frequent tests and feedback	Promoted	N	156	176	54	40	3.05	-2.934	.003
			%	36.6	41.3	12.7	9.4			
		Selected	N	112	82	20	17	3.27		
			%	48.5	35.5	8.7	7.8			
4	Checking the teacher in the classroom	Promoted	N	169	179	46	32	3.14	-1.980	.027
			%	39.7	42.0	10.8	7.5			
		Selected	N	108	80	24	19	3.21		
			%	46.8	34.6	10.4	8.2			
5	Organising internal classroom supervision	Promoted	N	133	206	56	31	3.04	-1.327	.035
			%	31.2	48.4	131	7.3			
		Selected	N	94	90	31	16	3.13		
			%	40.7	39.0	13.4	6.9			

Std.D for all statements= .86-.94, df=646, P<0.05, Promote=426, Selectee-222.

It is indicated in the above table 3 that the computed t-values of statements 1- 5 (-1.327 to -3.828) which are less than the t-table values (1.960) at df (646) and computed sig values (.000-.035) of these statements is less than the critical P=0.05. It shows that mean values of the statement No. 1-5 of the response of selectees leadership' SSTs significantly differ from the SSTs of promotes leadership. The Std.D (.86-.94) for all statements shows that respondents were constant while responding.It is concluded that catering for the passion for the academic achievement of students by emphasizing the lesson plan, advising the teacher to finish their syllabus according to a given time line, conducting frequent tests and feedback, checking the teacher in the classroom, and by organizing internal classroom supervision, the majority of selectees' school leadership was highly effective.

Table 3a: Passion for Academic Achievement of the Students

Sr #	Statements	Category	N& %	HE	E	IE	HIE	Mean	t	Sig.
My headmaster caters for passionate students' academic achievement by:										
6	Conducting Parents Teacher Meeting	Promoted	N	163	164	56	43	3.05	-2.697	.007
			%	38.3	38.5	13.1	10.1			
		Selected	N	108	88	23	12	3.26		
			%	46.8	38.1	10.0	5.2			
7	Promoting teachers' professional skills	Promoted	N	151	186	53	36	3.06	-2.294	.022
			%	35.4	43.7	12.4	8.5			
		Selected	N	108	83	29	11	3.23		
			%	46.8	35.9	1.6	4.8			
8	Monitoring the impact of teachers' professional development on students' results	Promoted	N	166	185	44	31	3.14	-2.541	.011
			%	39.0	43.4	10.3	7.3			
		Selected	N	117	83	23	8	3.32		
			%	50.6	35.9	10.0	3.5			
9	Ensuring that teachers are clear about what students must master in order to succeed	Promoted	N	160	190	51	25	3.14	-3.016	.003
			%	37.6	44.6	12.0	5.9			
		Selected	N	109	96	17	9	3.34		
			%	47.2	41.6	7.4	3.9			
10	Providing teacher necessary material for teaching and learning	Promoted	N	166	171	61	28	3.12	-1.181	.025
			%	39.0	40.1	14.3	6.6			
		Selected	N	111	71	37	12	3.20		
			%	48.1	30.7	16.0	5.2			

Std.D for all statements= .80-.96, df=646, P<0.05, Promote=426, Selectee-222.

It is indicated in the above table 3a that the computed t-values of statements 6- 10 (-1.181 to -3.016) which are less than the t-table values (1.960) at df (646) and the computed sig values (.000-.025) of these statements is less than the critical P=0.05. It shows that the mean values of the statement No. 6-10 of the response of selectees leadership' SSTs significantly differ from the SSTs of promotes leadership. The Std.D (.80-.96) for all statements shows that respondents were constant while responding.It is concluded that catering for the passion for the academic achievement of students by conducting Parents Teacher Meeting (PTM), promoting teachers' professional skills, monitoring the impact of teachers' professional development on students' results, ensuring that teachers are clear about what students must master in order to succeed, and providing teacher necessary material for teaching and learning of the majority of selectees' school leadership was highly effective (Ahmed, Arshad, Qamar &Arif, 2019).

Table 4: Use of NSB & FTF

Sr #	Statements	Category	N& %	HE	E	IE	HIE	Mean	t	Sig.
My head teacher/ principal use NSB&FTF for:										
1	Missing facilities	Promoted	N	164	176	52	34	3.13	-2.609	.009
			%	38.5	41.3	12.2	8.0			
		Selected	N	122	72	28	9	3.32		
			%	52.8	31.2	12.1	3.9			
2	Security purposes	Promoted	N	156	164	63	43	3.04	-4.692	.008
			%	36.6	38.5	14.8	10.0			
		Selected	N	124	80	20	7	3.39		
			%	53.7	34.6	8.7	3.0			
3	Repairing and maintenance of school building and furniture	Promoted	N	203	128	62	33	3.28	2.605	.109
			%	47.7	30.0	14.6	7.7			
		Selected	N	128	58	26	19	3.30		
			%	55.4	25.1	11.3	8.2			
4	Buying new equipment for science laboratories	Promoted	N	141	172	59	54	2.94	-2.526	.012
			%	33.1	40.4	13.8	12.7			
		Selected	N	102	78	31	20	3.14		
			%	44.2	33.8	13.4	8.7			
5	Maintaining & repairing of computer lab	Promoted	N	142	171	69	44	3.03	-3.690	.000
			%	33.3	40.1	16.2	10.3			
		Selected	N	123	69	25	14	3.32		
			%	53.2	29.9	10.8	6.1s			

Std.D for all statements= .78-.99, df=646, P<0.05

It is indicated in the above table 4 that the computed t-values of statements 1, 2, 4 and 5 (-1.605 to -4.692) which are less than the t-table values (1.960) at df (646) and computed sig values (.000-.025) of these statements is less than the critical P=0.05. It shows that the mean values of the statement No. 1, 2, 4 and 5 of the response of selectees leadership' SSTs significantly differ from the SSTs of promotes leadership. The computed t-value of statement No.3 is (2.605) is greater than the t-table values (1.960) at df (646) and the computed sig value is (.109) is greater than P=0.05. It shows no significant mean difference between promotees and selectees leaderships' SSTs response for statement No. 3. Std.D (.78-.99) and for all statements it shows that respondents were constant while responding. It is concluded that utilization of funds for missing facilities, security purposes, buying new equipment for science laboratories, and maintaining & repairing of computer lab, the majority of the selectees' school leadership was highly effective. The utilization of funds for repairing and maintenance of school building and furniture majority of both (promotee and selectee) school leadership was highly effective.

Table 4a: Use of NSB & FTF

Sr #	Statements	Category	N& %	HE	E	IE	HIE	Mean	t	Sig.
My headteacher/ principal use NSB&FTF for:										
6	Providing sports & games facilities	Promoted	N	152	170	64	40	3.02	-2.774	.006
			%	35.7	39.9	15.0	9.4			
		Selected	N	103	87	27	14	3.23		
			%	44.6	37.7	11.7	6.1			
7	Buying books/other material for school library	Promoted	N	116	175	93	32	2.86	-2.372	.018
			%	27.2	41.1	21.8	9.9			
		Selected	N	105	59	35	32	3.05		
			%	45.5	25.5	15.2	13.9			
8	Rewarding teachers & students	Promoted	N	151	172	73	30	3.04	-1.520	.003
			%	35.4	40.4	17.1	7.0			
		Selected	N	94	80	44	13	3.08		
			%	40.7	34.6	19.0	5.6			
9	Arranging co-curricular (Religious & National days) functions	Promoted	N	178	151	64	33	3.11	2.889	.374
			%	41.8	35.4	15.0	7.7			
		Selected	N	100	88	27	16	3.18		
			%	43.3	38.1	11.7	6.9			
10	Providing a green & clean atmosphere	Promoted	N	161	192	57	16	3.17	-1.417	.007
			%	37.9	45.1	13.4	3.8			
		Selected	N	104	87	19	21	3.20		
			%	45.0	37.7	8.2	9.1			

Std.D for all statements= .80-1.07, df=646, P<0.05

It is indicated in the above table 4a that the computed t-values of statements 6-8 and 10 (-1.417 to -2.774) which are less than the t-table values (1.960) at df (646) and computed sig values (.003-.018) of these statements is less than the critical P=0.05. It shows that mean values of the statement No. 6-8 and 10 of the response of selectees leadership' SSTs significantly differ from the SSTs of promotes leadership. The computed t-value of statement No.9 is 2.889 which is greater than the t-table values (1.960) at df (646) and the computed sig value is .374 which is greater than P=0.05. It shows no significant mean difference between promotees and selectees leaderships' SSTs response for statement No. 9. The Std.D (.80-1.07) for all statements shows that respondents were constant while responding. It is concluded that utilisation of funds for providing sports & games facilities, buying books/other material for the school library, rewarding teachers & students, and providing a green & clean atmosphere, the majority of the selectees' school leadership was highly effective. The utilisation of funds for arranging co-curricular (Religious & National days) functions majority of both promotee and selectee school leadership was highly effective.

Discussions and Conclusions

Exertion for making a good school team: The results discloses that the exertion for making good school team by sharing vision with staff, identifying who he/she needs for a particular role within a team, understanding the instinctive quality of a teacher which makes his/her tick a specific task, by spending time together with staff members in school, playing to people's strengths to identify his/her specialties, acting as a role model for both staff and pupils, setting objectives and making sure right outcomes are being achieved, tackling those who don't want to be there for the sake of the school improvement, and holding team members to account,the majority of the selectee school leadership was highly effective. The exertions for making a good school team by developing relationships with staff, the majority of both promotee and selectee school leaderships were highly effective (Ahmad & Dilshad, 2016).

Passion for academic achievement of the students: The results unveil that passion for the academic achievement of students by emphasizing lesson plans, advising teachers to finish their syllabus according to a given time line, conducting frequent tests and feedback, checking the teacher in the classroom, by organizing internal classroom supervision, conducting Parents Teacher Meeting (PTM), promoting teachers' professional skills, monitoring the impact of teachers' professional development on students' results, ensuring that teachers are clear about what students must master in order to succeed, and providing teachers the necessary material for teaching and learning, the majority of selectees' school leadership was highly effective (Shah, 2015).

Utilization of funds by school leadership: The results reveal that utilization of funds for missing facilities, security purposes, buying new equipment for science laboratories, maintaining & repairing of the computer lab, providing sports & games facilities, buying books/other material for school library, rewarding teachers & students, and providing a green & clean atmosphere, the majority of the selectees' school leadership was highly effective. The utilization of funds for arranging co-curricular (Religious & National days) functions, repairing and maintenance of school building and furniture, the majority of both promotee and selectee school leaderships were highly effective (Arshad, Qamar, Gulzar & Ahmed, 2019).

Team building challenges problem-solving and executing working with others. Team building allows the leader to develop stronger relationships and trust each other. A good school team introduces a variety of skills that is valuable for teachers and students later in the workforce, such as communication, compromise and collective effort. For making a good school team, selectee school leadership was found to be highly effective by sharing vision with staff, identifying who he/she needs for a particular role within a team, understanding the instinctive quality of a teacher which makes his/her tick for specific task, by spending time together with staff members in the school, playing to people's strengths to identify his/her

specialties, acting as a role model for both staff and pupils, setting objectives and making sure right outcomes are being achieved, tackling those who don't want to be there for the sake of the school improvement, and holding team members to account, more so than the promotee school leadership(Ali, Arshad & Rasool, 2019).

Passionate leaders create an effective learning environment to increase learning potential of students. Such an environment in the school helps to motivate both teachers and students for better teaching and learning environments which are more conducive to higher levels of student achievements. Passion for boosting academic achievement of the student, selectee school leaderships were highly effective by emphasizing lesson plans, advising the teacher to finish their syllabus according to a given time line, conducting frequent tests and feedback, checking teachers in the classroom, organizing internal classroom supervision, conducting Parents Teacher Meeting (PTM), promoting teachers' professional skills, monitoring the impact of teachers' professional development on students' results, ensuring that teachers are clear about what students must master in order to succeed, and providing teacher necessary material for teaching and learning (Arshad, Qamar & Gulzar, 2018).

Recommendations

- The education department should arrange continuous professional development (CPD) programs at tehsil level to enhance the capacity of promotee leadership regarding the type of teams and its development from a professional trainer.
- In parent teacher meetings, the educational leadership should be involved personally and identify the problem which faces the student, teachers and parents and provide a suitable solution quickly. Moreover, the lesson planning and its implementation should be observed keenly. This will help to boost the academic achievement of the students to arrange a weekly test system in their schools.
- The education department should arrange in-service training regarding utilization of school funds according to the instruction of the audit department and the Punjab Procurement and Regularity Authority (PPRA) rules so the fear of utilization school funds may be reduced in educational leaders.

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