

MS Research Thesis

**RELATIONSHIP BETWEEN EXEMPLARY
LEADERSHIP PRACTICES OF PRINCIPALS AND
STUDENTS ACADEMIC ACHIEVEMENT IN
INTERNATIONAL SCHOOLS OF ISLAMABAD**



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A thesis submitted in partial fulfillment of the requirement for the degree of MS in
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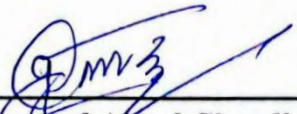
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It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis in its present form is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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The thesis entitled “RELATIONSHIP BETWEEN EXEMPLARY LEADERSHIP PRACTICES OF PRINCIPALS AND STUDENTS ACADEMIC ACHIEVEMENT IN INTERNATIONAL SCHOOLS OF ISLAMABAD” submitted by Hadeel Saleh Reg. 441-FSS/MSEDU/S22 in partial fulfillment of MS Education, has been completed under my guidance and supervision. I am satisfied with the quality of the student’s research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

Dr. Munazza Mahmood

Dedication

I would like to dedicate this thesis to my parents, whose unwavering support, guidance, and belief in me have been a constant source of strength and inspiration throughout this journey. Their encouragement has motivated me to persevere and complete this work. (May Allah protect them.)

Acknowledgment

‘Fear of God is the Beginning of Wisdom and Understanding of Knowledge.’

These were the first words I learned upon starting my education, and these same words I have held dear as I completed my Master’s degree. They have guided my understanding and acquisition of knowledge, reminding me that God has provided the strength, ability, and opportunity to embark on this journey. I thank God for enabling me to persevere through every challenge, as this achievement would not have been possible without His blessings. I also want to express gratitude to this beautiful land, Pakistan, and its people, who have provided unwavering support and a sense of belonging throughout my educational journey.

My heartfelt thanks go to my esteemed Islamic university for offering me the opportunity to study under its guidance and for making it a home away from home. I extend my sincere appreciation to Dr. Munazaa Mahmood, whose invaluable mentorship and wisdom have profoundly influenced this work. Her guidance and encouragement were pivotal, and words fell short of expressing my gratitude for her support throughout my studies. Additionally, I would like to thank my dissertation committee members, who have consistently offered their expertise and insights, enriching my academic experience. Their dedication to education and their students has been truly inspiring. I also extend my appreciation to my family, friends, and colleagues who contributed to the completion of this project, often going above and beyond to support me. Finally, I must thank my family, for their constant love and encouragement. Through all the highs and lows, their unwavering support has been my foundation. Thank you for making this journey a shared one, filled with understanding and compassion.

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Abstract

As institutional leaders, principals shape school culture, influence teacher performance, and impact student achievement. This study aimed to find out the relationship between exemplary leadership practices of principals and student academic achievement in international schools in Islamabad. It explored the exemplary leadership practices of principals and teachers' perceptions of them. In this study, a cause-and-effect relationship design was employed to find out the relationship between exemplary leadership practices and student academic achievement. The study population was selected from nine international school chains in Islamabad. The number of schools was 30, and the population included 437 O-Level students, 185 teachers, and 30 principals. A simple random sampling technique was used to select 343 students and 120 teachers. Principals were selected through a census. Data were collected through personal visits and emails using two standardized five-point Likert scale LPI-Self for principals and LPI-Observer for teachers. The data were analyzed using descriptive statistics, mean scores, and Percentages to assess exemplary leadership practices and teachers' perceptions. A t-test was employed to examine differences between principals' self-reported practices and teachers' perceptions. Multiple regression analysis and ANOVA were conducted to investigate the relationship between exemplary leadership practices and student academic achievement. Findings indicated that teachers perceived principals' leadership practices in international schools. Findings also indicated a significant effect of exemplary leadership practices on student academic achievement. However, "Enabling Others to Act" was the least implemented practice, so it is recommended that principals may assign teachers to lead initiatives such as mentorship programs.

Keywords: Exemplary Leadership Practices, School Principals, Exemplary Leadership Practices Inventory (LPI), Student Achievement.

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LIST OF ABBREVIATIONS

| | |
|----------------|---|
| (LPI) | Leadership Practices Inventory |
| (LPI-Self) | Leadership Practices Inventory-Self |
| (LPI-Observer) | Leadership Practices Inventory-Observer |
| (O-Level) | Ordinary Level |
| (ELP) | Exemplary Leadership Practices |
| (MLW) | Models the Way |
| (ISV) | Inspires a Shared Vision |
| (CTP) | Challenge the Process |
| (EOA) | Enable Others to Act |

CHAPTER 1

INTRODUCTION

Globally, school leadership has become a focal point in education. It plays a key role in enhancing a school's outcomes and increasing the effectiveness and equity of education. If schools are to achieve the goals set for them by stakeholders, effective leadership and management are important (Glasper, 2018). In this rapidly changing world, society needs schools and other educational institutions to prepare people for jobs. Educational leaders in these institutions are expected to deliver higher standards of education; effective schools identify their leaders as strong and motivated. The impacts of leadership are diverse, particularly principal leadership, on school organisation, culture, and conditions, influencing the quality of teaching, learning, and student achievement (Wallace Foundation, 2012).

Miller (2020) has explored the role of leadership in education, focusing on how principals influence school success and student achievement, and has established that exemplary leadership practices including modeling the way, inspiring a shared vision, and enabling others to act are key factors in effective leadership. While these studies provide valuable insights into leadership effectiveness, much of the existing literature has been conducted in national school settings, where the organisational structures, educational policies, and student demographics are relatively homogeneous. Leadership in international schools, however, presents a far more complex and less understood phenomenon. These schools operate within multicultural and multi-curriculum environments, requiring principals to navigate diverse pedagogical approaches, faculty backgrounds, and student learning needs. Despite the increasing number of international schools worldwide, there remains a limited body of research on the specific challenges these school leaders face and how their leadership practices translate into student academic success.

What is known about educational leadership is based on frameworks designed for traditional school systems, where leadership influence is often studied in terms of

teacher development, curriculum implementation, and school-wide policies (Wallace Foundation, 2012). While these factors undoubtedly play a role in international schools as well, the dynamics within these institutions are not always comparable. Unlike national schools, international schools frequently accommodate students from different educational backgrounds, some transitioning from one curriculum to another, making student achievement an inherently more complex variable to measure. The extent to which exemplary leadership practices influence student outcomes in these diverse and fluid learning environments remains largely unexamined, raising important questions about whether existing leadership models can be directly applied or whether international schools require a distinct leadership framework.

Additionally, research on leadership effectiveness has largely focused on self-reported data from principals, often overlooking the perspectives of teachers, who interact with students daily and directly experience the impact of leadership decisions (Quin, 2015). While principals may perceive themselves as demonstrating high levels of exemplary leadership, the extent to which these practices are recognized and experienced by teachers remains uncertain and underexplored. There can be discrepancies between how principals view their leadership effectiveness and how teachers evaluate their leadership behaviors (Sun & Leithwood, 2015).

The nature of international schools has made them difficult to fully examine, as their structures and operational models vary widely across different regions and educational systems. Unlike public schools, which function under standardized national policies and frameworks, international schools often operate independently, making it challenging to apply a universal model of leadership effectiveness. Researchers have long recognized that measuring the impact of school leadership requires more than just examining principal behaviors; it demands an understanding of how leadership is perceived by multiple stakeholders within the school environment (Salleh & Khalid, 2018). However, within international schools, such an understanding remains largely theoretical rather than empirically grounded, leaving room for further investigation into how leadership manifests in these diverse educational settings.

Kouzes and Posner (2017) found that exemplary leadership practices, modeled on transformational leadership, emphasize the principal's role in organizational change and performance. These practices empower staff to achieve goals; when working together. In the school context, these exemplary practices shape a positive learning environment by principals acting as role models and guiding followers toward common goals. This aligns with teachers' transformative roles, emphasizing innovative teaching methods (Uzoehina & Oguegbu, 2015). Accepting mistakes promotes a growth mindset, fostering resilience in educators and students. It creates a positive atmosphere for staff. Encouraging contributions and recognizing excellence reinforce a culture of acknowledgment, motivating educators and students to strive for excellence. These educational leadership practices create a positive, innovative, and empowering learning environment for both educators and students (Martin, 2021).

Sun and Leithwood (2012) indicated that to achieve successful school leadership, principals must be qualified in leadership methods and styles. Good leadership is crucial for a successful institution. Improving schools often requires raising the standards of leadership and management to develop the next generation of leaders. School leadership necessitates characteristics that assist the school in reaching its goals at the level of students, teachers, and society.

Leadership manifests as the behavior of the leader, guiding individuals toward a common goal. It involves active communication between leaders and individuals, enabling them to excel in any organization. In education, the principals are pivotal to the success of the school. The effectiveness of a school largely hinges on the quality of its principal's practices. These practices nurture an environment where students succeed, teachers excel, and important components like a strong curriculum and quality teaching are fostered (Buchheit, 2019).

By incorporating both principals' self-evaluations and teachers' assessments of leadership practices, this research provides a more nuanced and comprehensive analysis of leadership effectiveness in international schools. Through this approach, the study aims to address the gaps in existing research, offering new insights into how school

leadership influences student achievement in a setting that is often discussed but seldom fully understood.

1.1 Background of the Study

In education research, a significant focus is placed on student academic achievement. Researchers have explored various factors influencing academic success and their interconnections. Cohen and Orr (2009) emphasized the importance of considering both direct and indirect effects on students' academic achievement. However, while the influence of various factors on student achievement has been extensively studied, the specific mechanisms through which school leadership, particularly transformational leadership, impacts student outcomes in diverse school contexts require further investigation. This is particularly important given the changing demographics of student bodies and the increasing demands placed on school leaders (DeWitt, 2023).

The Wallace Foundation initiated research on school leadership's impact on school improvement, teacher satisfaction, and student academic achievement. Initially, educational leadership was undervalued, but it gained recognition as a crucial element in enhancing academic outcomes, revealing leadership's substantial impact on academic success and positioning it second only to teaching among factors influencing students (Darling-Hammond et al., 2022). The Wallace Foundation's report led to enhanced training and support for school principals. Their review, titled *How Principals Influence Students and Schools*, demonstrated previously underestimated positive effects. Principals were found to impact student achievement, teacher satisfaction, retention, attendance, and discipline outcomes (Darling-Hammond et al., 2022).

Salleh and Khalid (2018) explored stakeholders' perceptions regarding the effectiveness of principals who implement exemplary leadership practices in promoting school achievement. The research findings indicated that the most impactful practice is *Enable Others to Act*, followed by *Challenge the Process* in the second position. *Encourage the Heart* ranks third, followed by *Inspire a Shared Vision* in the fourth position, and *Model the Way* is identified as the fifth and final practice in terms of

effectiveness. While these studies highlight the importance of specific leadership practices, a deeper understanding is needed regarding how these practices translate into tangible improvements in student learning.

Miller (2020) found that transformational leaders who embraced these practices could drive positive change in challenging school environments. Principals must build strong relationships with followers within their organizations to foster positive transformations. Quin (2015) found that school leaders, through transformational leadership, could cultivate a school culture that motivates teachers to collaborate in enhancing the school's overall performance. As a result, a principal's inspiration and motivation foster the development of their followers into change agents, which ultimately impacts student achievement. However, the specific pathways through which transformational leadership influences teacher motivation, collaboration, and ultimately student achievement warrant further exploration.

These studies provided insights into school leadership practices, recognizing the indirect influence of leadership through teachers and school personnel. The changing demographics of student bodies also underscored the need for effective leadership practices. These practices offer a comprehensive understanding of effective leadership, aiding in improving leadership preparation and support (DeWitt, 2023).

1.2 Problem Statement

Leadership plays a critical role in shaping students' educational outcomes, particularly in international schools where diverse cultural and pedagogical influences intersect. While principals may not directly teach students in the classroom, their leadership profoundly shapes the environment where learning occurs. Their influence is systemic, impacting student academic achievement through several key mechanisms. Principals establish the school's culture, setting the tone for learning, discipline, and expectations. They are instructional leaders, guiding teachers in effective pedagogy and ensuring a consistent focus on student learning. Principals also manage resources, allocating time, funding, and personnel to support teaching and learning. Moreover, they create a clear vision for academic excellence, driving school improvement through

data analysis and strategic planning. Principals indirectly but powerfully influence student outcomes by enhancing teacher effectiveness through professional development and fostering strong community relationships. Therefore, studying the relationship between exemplary leadership practices and student achievement is essential to understand how principals create the conditions for success, even without direct student instruction.

1.3 Objectives of the Study

The objectives of the study were:

- i. To find out the prevailing Exemplary leadership practices in international schools.
- ii. To explore the teachers' perceptions about the exemplary leadership practices of the principals.
- iii. To analyze the difference between the principal's and teachers' perceptions of the exemplary leadership practices of the principals.
- iv. To determine the effect of principals' exemplary leadership practices on the students' academic achievement.

1.4 Research Question

The questions of the study were :

- RQ1. What are the exemplary leadership practices currently being implemented in international schools?
- RQ2. What are the teachers' perceptions regarding the principals' leadership practices?
- RQ3. What is the difference between the principals' and the teachers' perceptions regarding the principals' leadership practices?
- RQ4. What is the effect of the exemplary leadership practices of the principals on the students' academic achievement?

1.5 Hypotheses

The hypotheses of the study were:

- H₀₁: There is no statistical difference between the mean scores of principals' Modeling the Way practices and teachers' perceptions of these practices.
- H₀₂: There is no significant difference between the mean scores of principals' inspiring shared vision practices and teachers' perceptions of these practices.
- H₀₃: There is no significant difference between the mean scores of principals' challenging the process practices and teachers' perceptions of these practices.
- H₀₄: There is no significant difference between the mean scores of principals' enabling others to act practices and teachers' perceptions of these practices.
- H₀₅: There is no significant difference between the mean scores of principals' encouraging the heart practices and teachers' perceptions of these practices.
- H₀₆: There is no significant effect of exemplary leadership practices of the principals on the academic achievement of students.

1.6 Significance of the Study

This study holds significant implications for various stakeholders in the field of international education, offering both theoretical and practical contributions. For Principals: The study provides principals in international schools with research-based insights into effective leadership practices. The findings offer a practical framework for self-assessment, enabling principals to identify their strengths and areas for development. The study also offers concrete strategies for enhancing leadership effectiveness, improving school management, and ultimately fostering student success. This information can be directly applied to improve their daily practice and create a more positive and productive school environment.

For Teachers: By illuminating the impact of leadership on the work environment, teacher collaboration, and instructional quality, this study empowers teachers to advocate for supportive leadership within their schools. The findings can help teachers understand how effective leadership can positively influence their professional lives, motivating them and creating a more collaborative culture. It also provides teachers with a shared vocabulary and framework to discuss leadership with their principals. For Educational Policymakers: The study's findings offer valuable information for policymakers responsible for designing leadership training programs and educational policies. The research can inform the development of targeted professional development initiatives for aspiring and current principals in international schools, ensuring that they are equipped with the skills and knowledge necessary to lead effectively. The study also provides evidence to support the creation of policies that foster school success and promote a positive school climate.

1.7 Delimitations of the Study

This study was delimited to:

- i. Principals of International schools.
- ii. Teachers of O-level of the selected International schools.
- iii. The five exemplary practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart).
- iv. International Schools chains in Islamabad (Roots International Schools, Pak-Turk Maarif International Schools, Nurture International School, The City School, Royal International School, A S A S, Shaikh Zayed International School, Beaconhouse International School, and Froebel's International School).

1.8 Operational Definitions

1.8.1 Students Academic Achievement

It refers to students' grades at the end of a period of study (term, semester, or program) which reflects the level of performance in a specific field of study.

1.8.2 The O-Level

O-level, (Ordinary Level) is an internationally recognized qualification typically offered as part of the Cambridge International Examinations (CIE) or similar British-based education systems in secondary schools worldwide, including international schools. It represents the first stage of the General Certificate of Education (GCE) and is usually taken by students around the ages of 14 to 16.

1.8.3 International Schools

International Schools refer to educational institutions that cater to a diverse student population, typically comprised of students from various nationalities.

1.8.4 Exemplary Leadership Practices (ELP)

Exemplary leadership practices refer to consistently demonstrating behaviors and actions by a leader who inspires and guides others. These practices consist of "Modeling the Way," "Inspiring a Shared Vision," "Challenging the Process," "Enabling Others to Act," and "Encouraging the Heart.". Exemplary leaders exhibit integrity and inspire trust, It promotes a constructive and cooperative work environment, ultimately enhancing the overall success and growth of their teams or organizations.

1.8.5 Modeling the Way (MTW)

It is a practice where leaders lead by example by reflecting their values, consistently in their words and deeds, and actively engaging in tasks. As a result of leading by example, they gain respect and trust.

1.8.6 Inspiring a Shared Vision (ISV)

It is a practice in which a leader envisions a bright future and shares it with others, making the vision both inspiring and relatable. Leaders establish a

shared objective by aligning it with the aspirations and values of their followers. They foster dedication and enthusiasm for achieving the vision collectively by demonstrating passion and optimism

1.8.7 Challenging the Process (CP)

It is a practice that enables leaders to move beyond their comfort zones and embrace opportunities for change, innovation, and challenges that call for a shift from the status quo. It does this by actively seeking out these challenges, taking risks, encouraging others to innovate, and establishing environments that encourage experimentation and risk-taking while acknowledging that failures are a necessary part of learning.

1.8.8 Enabling Others to Act (EOA)

It is a practice that highlights the value of cooperation, trust, and teamwork in leadership. Leaders increase others' ability to contribute effectively by building a sense of empowerment and ownership among team members, empowering them to feel capable and accountable, involving all stakeholders, and allocating power.

1.8.9 Encouraging the Heart (EH)

It is a practice that highlights the value of encouraging and motivating team members through sincere gestures of gratitude and acknowledgment and makes clear the leader's responsibility to support and care for their constituents as they face obstacles. Leaders foster an atmosphere where people feel appreciated and connected by recognizing accomplishments and contributions.

1.8.10 Leadership Practices Inventory (LPI):

For more than 18 years of research, a thirty-item tool created by Kouzes and Posner was utilized, which converted all of the behaviors that comprise exemplary leadership practices into behavioral statements.

1.9 Conceptual Framework

Exemplary Leadership Practices:

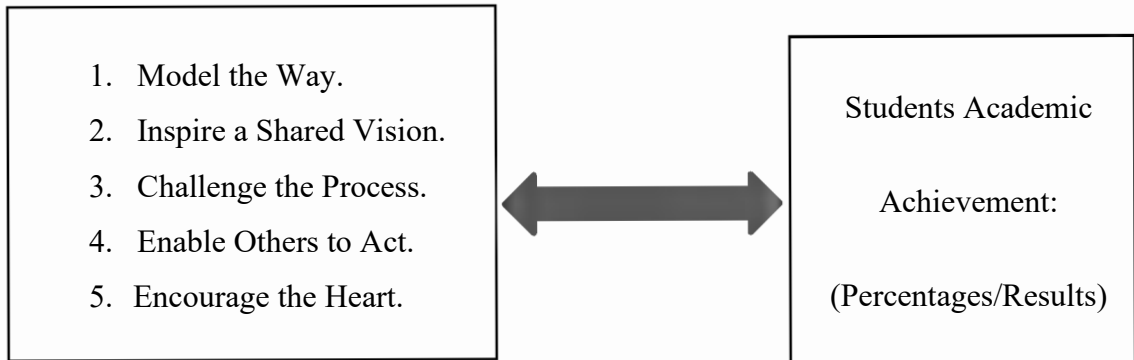


Figure 1.1.Exemplary Leadership Practices

The conceptual framework according to the research, the principal of the school employs five exemplary leadership practices, which were put forth by Kouzes and Posner (2017): Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Students' academic achievement is influenced by these leadership techniques, as demonstrated in Figure 1.1.

Kouzes and Posner (2017)

CHAPTER 2

LITERATURE REVIEW

A literature review is the study's epistemological basis and offers a framework for demonstrating the value of the study as well as a baseline for comparing the results with other findings (Creswell, 2009). This section will look into the literature available on exemplary leadership practices, school leadership, and its effect on students' academic achievement.

2.1 Review of Related Literature

Principals' leadership practices significantly enhance students' learning and rank second only to teaching among school factors influencing student achievement. In countries such as the United States and the United Kingdom, considerable resources have been invested in developing the abilities of school principals, equipping them with the necessary knowledge, skills, and qualities to drive student success. Principals often face greater challenges than other staff members, including teachers. Therefore, emphasizing what principals need to know, how they should act, and which practices are most effective offers potential for preparing leaders capable of transforming school systems and fostering improved academic outcomes for students (Timothy, 2019).

2.1.1 School leadership

Leadership has a major impact on teaching, learning, and the general development of schools. It is an essential component in determining the quality of education, as both the academic success of students and the professional development of teachers are influenced by the efficacy of school administrators. Therefore, effective leadership creates a learning environment that enables schools to address the diverse needs of their communities effectively (Hussain et al., 2016).

First and foremost, it is critical to distinguish between management and leadership. Leadership is about doing the right things, while management focuses on doing things right. Barata (2018) argued that influence and direction are the core

components of school leadership, highlighting that while management seeks stability, leadership strives for improvement.

Tan (2018) highlighted the relational component of leadership, emphasizing that it entails active engagement and collaboration, and he defined school leadership as a social influence process in which one person or group purposefully influences others to shape the activities and relationships within a group or organization. Similarly, Uzoechina and Oguegbu's (2015) research found that school leadership is a crucial component of the educational process at the school level because it stimulates other elements, and by fostering relationships and teamwork, effective leaders can enhance the overall educational environment while promoting a culture of continuous improvement.

In addition, effective school leadership functions in various contexts, and the principal's performance largely depends on their expertise, abilities, and decision-making capacity (DeWitt, 2023), which means leaders must be flexible and responsive to changing conditions. Notably, the management of schools has a more significant impact on educational quality than the mere availability of resources, as a school's ability to improve teaching and learning, optimize its resources, and create an environment that prioritizes student success is greatly influenced by the leadership of its principals (Leithwood et al., 2020).

On the other hand, the effectiveness of teachers' instruction and the quality of the curriculum have the most significant impact on student learning, with school leadership following closely, and it was observed that leaders enhanced student outcomes by fostering a shared vision and objectives, despite the indirect nature of this influence. Additionally, school leaders created a supportive framework for academic success by ensuring that teachers had access to the tools and procedures they needed to perform their jobs effectively, which not only improved students' educational experiences but also empowered teachers in their roles (Ni et al., 2018).

In this context, the principal is responsible for maintaining order and driving progress within the school, acting as a representative of school leadership, and they play

various roles, such as helping students develop their vision for academic success, creating a positive learning environment, fostering leadership in others, and managing people and information (Tatlah et al., 2014). Given this, the diverse responsibilities of school leadership require principals to be strong communicators, adept strategists, and passionate advocates for their institutions, while establishing a culture of excellence depends on their ability to inspire and engage the school community (Menon, 2021).

According to Sahin (2023), principals must combine an objective perspective with the vision and commitment of effective leadership to address the challenges schools face, so research on school leadership focuses on improving schools and enhancing student academic achievement as the educational landscape evolves. In essence, school leadership plays a critical role in guiding the institution, motivating others to take accountability, and sustaining academic success, while supporting educators' professional growth and maintaining a secure, orderly workplace are crucial elements of effective leadership.

Improving teacher performance is a primary responsibility of school leadership, as it is the most direct means of enhancing student learning, since teachers' performance is influenced by their beliefs, values, motivations, skills, knowledge, and working conditions. Therefore, implementing procedures that support and address each of these performance dimensions is a key component of school leadership, and by establishing a positive workplace, school leaders can create an environment that enhances teaching effectiveness and student learning outcomes (Rozak et al., 2021).

2.1.2 Transformational leadership

Transformational leadership emerged as a prominent theoretical framework in leadership studies, offering a more nuanced and sophisticated understanding of effective leadership compared to earlier, more transactional approaches (Hussain et al., 2016). It allows the transformational leader to recognize and try to satisfy the high demands and staff's requirements, prioritizing high-order skills, fundamental and psychological drivers, and essential needs. Moreover, in transformational leadership,

teachers and principals seek to achieve demanding targets that align with both personal and institutional improvement (Leithwood et al., 2020).

Hallinger (2011) outlined four key elements of transformational leadership: (a) charismatic leadership, which inspires trust; (b) inspirational leadership, which conveys high expectations for performance; (c) intellectual stimulation, which encourages fresh perspectives on existing challenges; and (d) individualized consideration, offering personal attention to those who may feel dismissed. Additionally, transformational leadership believes in teamwork despite individual interests to achieve higher goals (Tatlah et al., 2014). According to Uzoechina and Oguegbu (2015), this occurs when a major change takes place that reflects the collective interests of the group. Furthermore, leaders elevate the motivation of their followers by enhancing their moral standards, as transformational leadership focuses on ultimate values like liberty, justice, and equality.

Transformational leadership influences followers through the leader, generating trustworthiness, veneration, and deference. As a result, the subordinates are inspired to exceed expected performance levels (Ni et al., 2018). However, the key challenge for effective leadership lies in boosting good decisions while finding ways to correct the bad ones (Menon, 2021). Meanwhile, the true foundation of transformational leadership lies in the leader's guiding principles, where the leader's role is to bring employees together and adjust aspirations and principles to reach high-performance levels. This approach is essential in school restructuring and has positively influenced schools (Sahin, 2023).

Amin et al. (2021) asserted that transformational leadership is a key factor in improving leadership in times of stress and pressure. Specifically, the compelling influence of a transformational leader fosters a stronger sense of support and identity among others. Furthermore, such leaders can turn a crisis into an opportunity for growth. In addition, transformational leaders focus on cultivating commitment and empowering teams to achieve shared goals. Therefore, transformational leadership methods are an effective approach to accomplishing these principles in student performance. This leadership style builds the significance of the relationship between subordinates and leaders, allowing leaders to transform organizations by motivating

followers to pursue goals that align with their collective desires, needs, aspirations, and expectations (DeWitt, 2023). It also focuses on inspiration and merit as the core focus of leadership (Duhart-Toppen, 2020). For instance, Hirsch et al. (2021) studied the application of transformational leadership theory within school organizations, focusing on leadership practices that drive positive change. They discovered that transformational leaders who embody idealized influence, intellectual stimulation, and individualized consideration can rebuild their organizations to benefit students.

The theory of transformational leadership is one of the inspirational models of leadership in education. Before recognizing this as a leadership model for educational leaders, it is the most used leadership style because those who use it tend to influence and inspire followers (Mitchell et al., 2021). For example, principals implement transformational leadership with more efforts to achieve desired outcomes, including enhancement in the performance of teachers, improvement of faculties, and making decisions together. Moradi Korejan and Shahbazi (2016) indicated that researchers observed transformational leadership to be more impactful in achieving great heights in student achievement than transactional approaches between staff and principals.

Transformational leaders are concerned with transforming their followers into leaders by following exemplary transformational leadership practices that highlight the significance of influencing followers to achieve a unifying goal, along with emphasizing the importance of relationships (Barata, 2018). In an extensive 30-year study involving over 75,000 leaders, Kouzes and Posner (2009) developed a leadership structure identifying five exemplary transformational leadership practices. These practices remain relevant and effective in the future, regardless of the leadership model or generational gap, and are frequently observed in high-performing schools, which are:

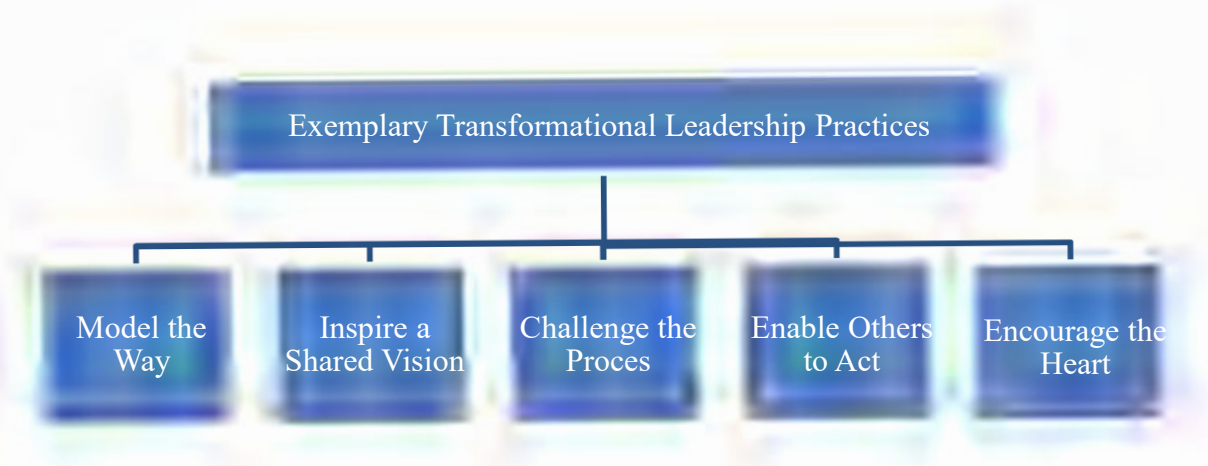


Figure 2.1 Exemplary Transformational Leadership Practices

2.1.3 Exemplary Leadership

Kouzes and Posner (2003) have conducted extensive research on the relationship between leaders and their subordinates over the last 20 years. They found that leaders at all levels use similar strategies to successfully lead others, based on hundreds of interviews, case studies, and survey questions. Five standard practices were identified as essential to effective leadership by examining the circumstances in which leaders excelled. These practices are accessible to anyone working in any organization or circumstance who wants to exercise leadership. As a result, this leadership model has emerged as a pillar of leadership research and is still being revised today.

Building on this foundation, Kouzes and Posner (2013) explored the actions and behaviors of leaders when they reached high points in their careers and questioned whether the practices that make a leader exemplary remain consistent over time. Although the circumstances of leadership have evolved, the exemplary principles of leadership have not undergone significant change. Leadership continues to center on universal human traits and motivators that remain relevant, even as methods of achieving goals adapt to modern contexts. Moreover, despite variations in age, gender, culture, and other demographic factors, their studies revealed that leaders consistently exhibit similar patterns of practices and behaviors.

Further supporting this, Kouzes and Posner (2017) observed through extensive research across a range of professions that all exemplary leaders employ the same

practices. Since its initial publication in *The Leadership Challenge* in 1987, their work has undergone six updates. This model aligns with research showing the impact of school leaders on student achievement and highlights the importance of transformative changes in organizations.

A key insight emphasized by Kouzes and Posner (2013) is the critical role of mindset in leadership. Specifically, they argue that effective leadership begins with a deliberate shift in perspective, reframing the question "Will I make a difference?" to "What change will I make?" This shift highlights the importance of self-reflection, enabling individuals to recognize their inherent capacity to lead. Leadership is not determined by titles or positions but is a conscious choice to take initiative and create a meaningful impact. By embracing exemplary leadership practices, individuals can enhance their effectiveness and influence, irrespective of formal authority.

In addition to that, the relational dimension of leadership emphasizes the significance of credibility, which serves as the foundation for trust and mutual expectations between followers and their leaders. Credibility is defined by four core attributes: honesty, vision, inspiration, and competence. These qualities establish the ethical and professional integrity necessary to build enduring relationships. Furthermore, the ability to articulate a forward-looking vision and inspire confidence, combined with the competence to fulfill commitments, is crucial for fostering trust and aligning teams with organizational objectives (Kouzes & Posner, 2009).

Equally important, values play a critical role in leadership, shaping decision-making processes and driving commitment. Leaders who demonstrate clarity and consistency in their values exhibit resilience and determination, particularly in challenging circumstances. Personal morals foster organizational loyalty, even when these values diverge from institutional goals. By aligning personal integrity with leadership practices, leaders enhance credibility and instill confidence among team members (Kouzes & Posner, 2017).

Another vital aspect is trust, often identified as the cornerstone of effective leadership, influencing both organizational performance and individual development.

Leaders establish trust through consistent actions that reflect integrity, transparency, and competence. Kouzes and Posner (2009) emphasize that trustworthiness is reinforced by behaviors aligning with shared values and ethical standards. Through unwavering commitment to organizational goals, combined with ethical consistency, leaders foster trust among followers and strengthen leadership effectiveness. Credibility, comprising attributes like honesty, vision, and competence, is essential for cultivating trust, enabling leaders to inspire confidence and foster collaboration.

Although Kouzes and Posner's research included diverse organizations, limited references specifically addressed the educational sector. However, studies indicate that principals at high-performing schools implement these exemplary practices more frequently than their counterparts in international schools. Notably, a unifying purpose and a willingness to experiment emerged as particularly influential in student academic achievement, with a strong correlation found between positive principal-staff relationships and academic success. Ultimately, exemplary leadership behavior positively influences commitment, motivation, work performance, and organizational success (Bastian & Henry, 2015).

2.1.4 Exemplary Leadership Practices

Managing the school and sustaining students' academic achievement are central to effective school leadership. These practices are also vital for assessing exemplary leadership, as highlighted throughout this study. Given the complexities inherent in the school environment, researchers have faced challenges in determining appropriate methods for evaluating principals' leadership practices (Hallinger, 2012). To address this, Kouzes and Posner (2017) emphasized the need to focus on key practices that assess principals' leadership effectiveness, establishing a clearer connection between these practices and students' academic achievement.

Moreover, Morris (2024) described the school organization process as a "black box," indicating that it is not fully observable to researchers. For instance, researchers cannot directly observe principals' motivations, emotions, or understanding of leadership practices, as principals are human beings with subjective experiences.

Therefore, the focus should be on measurable leadership practices that effectively assess the principal's impact on the school. Specifically, three key dynamics are considered for this purpose: (a) exemplary leadership practices, (b) student academic achievement, and (c) teachers' perceptions of principals' leadership practices.

Additionally, Watson (2024) identified principal leadership as a crucial factor in supporting student achievement. He found that a principal's growth is influenced by time and experience, enabling them to refine their leadership style and improve the educational environment. This progression allows principals to apply their expertise effectively, benefiting both students and the school. Similarly, Bockelmann (2021) asserted that effective principals are integral to the success of a school, as schools cannot thrive without strong leadership. Furthermore, Kouzes and Posner (2017) outlined five key leadership practices that help principals become effective leaders. These practices, when implemented, are crucial for fostering school success and improving student outcomes. The following sections will explore these five practices and their relevance to principals. These practices are: These practices are:

2.1.4.1 Model the Way

Kouzes and Posner (2009) discovered that to set an example, a leader must first identify his values and then match his behavior to the shared ideals. A key component of leadership and success is when leaders model the attitudes and behaviors they want from others. Whether the leader expressed his beliefs or not, his actions spoke volumes about his values and beliefs. Exemplary principals must exhibit predetermined behavioral standards and stay aware of the common language and requirements that shape the school's culture, even though learning communities function at different stages and levels (Colarusso, 2024).

Furthermore, when exemplifying exemplary leadership, principals articulate and embody their professed values, genuinely committing to principles and behaviors that consistently align with their beliefs (Kouzes & Posner, 2013). As educational organizations emphasize procedures and relationships, the principals recognize that conversations are the primary way to find meaning and change. Therefore, principals

must establish and maintain a good level of credibility by clearly expressing and demonstrating their values via both words and deeds (Ni et al., 2018).

In addition, exemplary leadership is closely intertwined with personal mastery, requiring ongoing clarification and strengthening the vision or core values, the second discipline of learning organizations. This procedure of defining personal purpose, matters, and intentions is deeply personal, private, and provides the enduring motivation to persist over time. Exemplary principals not only articulate their own beliefs but also perform to foster a shared understanding within the organization (Reid & Dold, 2018). Moreover, the development and comprehension of one's voice are essential for principals to exhibit excellent leadership. To demonstrate how to communicate a distinct vision, they must articulate their morals, beliefs, and values. While staying true to their strategy, goal, and objectives, principals uphold a strong work ethic. They lead by example for their teachers. Exemplary leaders create an environment where teachers are appreciative of their own and their colleagues' efforts and committed to the company (Sulpakar et al., 2022).

Finally, exemplary principals serve as representatives of common values in their organizations and should lead by demonstrating that actions are consistent with stated values. Principals' use of time and dialogue sends strong messages to staff members through thoughtful questions and feedback. As such, a principal's primary duty is to create goals and intentions to improve quality that align with a shared vision. Therefore, their actions and behaviors must be consistent with the values expressed by the learning community (Kouzes & Posner, 2013).

2.1.4.2 Inspire a Shared Vision.

The importance of sharing a vision emerged consistently in exemplary leadership practices. Moreover, collaboration between teachers and principals was pivotal in crafting a unified vision and achieving specific school objectives. For instance, teachers perceived their principals to effectively communicate a shared vision (Martin et al., 2014).

Furthermore, Wu and Shen (2022) noted that principals fostered a collaborative culture based on shared beliefs to cultivate sustainable leadership. They dedicated significant time to collaborating with teachers, promoting cooperation, and establishing common beliefs as the foundation for a shared school vision. Similarly, Emmanuel and Valley (2022) underscored the connection between well-defined goals and the formulation of a vision to enhance the performance and motivation of teachers. These findings underscore the critical duty of leadership practices in revitalizing schools and improving student achievement.

In addition, principals can improve teacher performance by motivating them and creating a common vision. Specifically, effective administrative leadership requires a school leader to be able to give direction and state objectives. Ultimately, effective leadership entails building rapport, promoting change, and exhibiting the abilities needed to effectively communicate and advance a common school vision (Emmanuel & Valley, 2022).

To build on this, research suggests that when principals actively involve teachers in decision-making processes, it not only strengthens the shared vision but also increases teacher commitment and job satisfaction (Leithwood et al., 2020). For example, principals who encourage open dialogue and feedback create an environment where teachers feel valued and empowered, which in turn enhances their willingness to contribute to the school's goals. Additionally, a shared vision helps align individual efforts with the school's mission, reducing conflicts and fostering a sense of collective responsibility.

From a practical perspective, principals can implement several strategies to foster collaboration and shared vision. First, organizing regular workshops or retreats focused on team-building and vision-setting can help align staff members with the school's mission. Second, creating leadership teams composed of teachers and administrators can ensure diverse perspectives are included in decision-making. Third, using data-driven approaches to track progress toward shared goals can help maintain focus and accountability. For instance, principals can use student performance data to identify areas for improvement and collaboratively develop action plans with teachers.

Moreover, the role of professional development cannot be overlooked. Principals who invest in continuous learning opportunities for their staff ensure that teachers are equipped with the latest pedagogical strategies and tools, further supporting the achievement of the shared vision (Darling-Hammond, 2017). This approach not only improves teaching quality but also reinforces the collaborative culture necessary for sustainable school improvement. For example, providing training on innovative teaching methods or technology integration can empower teachers to experiment with new approaches that align with the school's vision.

In conclusion, the integration of shared vision, collaboration, and effective communication forms the cornerstone of exemplary leadership practices. By prioritizing these elements, principals can create a positive school climate that motivates teachers, enhances student achievement, and drives long-term educational success. To ensure these practices are effective, principals must also focus on practical implementation strategies, such as fostering open communication, providing professional development, and using data to guide decision-making (Emmanuel & Valley, 2022).

2.1.4.3 Challenge the Process.

Kouzes and Posner (2017) emphasize the significance of looking for ways to improve and innovate. For administrators, this entails creating a culture of continual growth in their schools by challenging the status quo, trying new tactics, and encouraging others to do the same. Moreover, principals who challenge the process are continuously looking for ways to improve student learning, maximize resource utilization, and strengthen school culture. This includes analyzing data, watching classrooms, and holding discussions with instructors, students, and parents to find areas for improvement. Additionally, innovation necessitates taking risks, and principals who embrace this perspective foster an environment in which teachers and staff feel comfortable trying new approaches even if they don't always work. They also build a culture of learning and experimentation by testing new teaching methods, altering scheduling patterns, and finding innovative ways to engage parents.

Furthermore, challenging the process is about more than just the principal's vision; it's about empowering teachers, staff, and students to come up with their ideas for improvement. Effective principals promote collaboration by developing teacher leadership roles, forming school improvement teams, and incorporating student feedback into decision-making. Because not every new concept succeeds, they view failure as a learning opportunity, fostering a growth attitude that values introspection and improvement (Creswell, 2009).

Wu and Shen (2022) found that recognizing and celebrating success is equally vital. When innovations result in positive change, recognizing these accomplishments emphasizes the necessity of disrupting the process and encourages others to take the initiative. For instance, sharing innovative tales, praising achievements, and demonstrating improved outcomes all help to foster a progressive culture. However, despite its benefits, the process is tough. Resistance to change is widespread, as instructors, staff, and parents may be unwilling to abandon traditional traditions. Therefore, effective communication and collaboration are critical for tackling these challenges and principals often face greater challenges than other staff members, making it essential to equip them with the necessary knowledge and skills to drive student success (Timothy, 2019).

Moreover, adopting new ideas frequently necessitates the use of resources, necessitating that principals devise inventive finance, material, and time solutions. Another important concern is maintaining a balance between innovation and stability, as too much change might disturb the learning environment. For example, practical examples of challenging the process include principals who see poor student engagement and collaborate with teachers to offer project-based learning, providing them with the appropriate training and resources. Others may improve communication with parents by introducing a school app that keeps families informed and involved. Some principals want to empower students by forming a student council and giving them a voice in defining school policies. As highlighted in previous discussions, principals who challenge the process are continuously seeking ways to improve student learning and strengthen school culture (Kouzes and Posner, 2017)..

2.1.4.4 Enable Others to Act

Kouzes Kouzes and Posner (2007) highlighted the significance of leaders evolving coherent and collaborative teams based on trust, recognizing that empowering others is critical for achieving outstanding organizational results. In the context of schools, this means that principals must act as facilitators who build a culture of mutual respect and shared responsibility among teachers and staff. Moreover, effective leaders consistently emphasize collaboration, trust, and empowerment as core components of their leadership practices, as these elements are critical for high performance in learning communities. For example, when teachers feel trusted and empowered, they are more likely to innovate in their teaching methods and contribute to a positive school environment.

As a result, the formation of collaborative teams focused on common goals and a shared vision is regarded as a critical step in developing learning communities. In schools, this translates to where teachers work together to improve instructional practices and student outcomes. For instance, constructing collaborative teams requires developing trust. Exemplary leaders foster trust by enabling people who are invested in outcomes and share the organization's vision. They do this by sharing power (Javadi et al., 2017).

Furthermore, building cooperative teams necessitates fostering trust. Successful leaders foster this trust by giving people who share the organization's vision and are involved in results more authority. They achieve this by sharing power rather than holding onto it. In a school setting, this could mean involving teachers in decision-making processes, such as curriculum development or school improvement plans, which increases their sense of ownership and commitment. In addition, principals must establish both the human and structural conditions necessary to support collaboration among staff members. This includes providing time for collaborative planning, creating spaces for open communication, and ensuring access to resources that support teamwork. By doing so, leaders strengthen their staff's capabilities within a culture of interdependence, believing in the power of leveraging each other's strengths to promote collaboration (Miftahurrohman, 2021).

Similarly, effective principals facilitate the alignment of work structures through strategies such as shared planning time, vertical and horizontal teams, targeted professional development, and ongoing professional dialogue. For example, vertical teams (teachers from different grade levels) can ensure curriculum continuity, while horizontal teams (teachers within the same grade level) can focus on addressing specific student needs. These strategies not only promote a culture of trust in cooperative teams but also help the school achieve its mission and promote organizational learning. For instance, when teachers engage in ongoing professional dialogue, they can share best practices and address challenges collectively, leading to improved teaching and learning outcomes.

Ultimately, principals need to understand that enhancing a school's learning capacity requires teamwork. This means creating an environment where collaboration is not just encouraged but embedded in the school's culture. When staff members participate in collaborative team learning, they are enabled to learn from one another, which propels a process of continuous improvement. For example, a school that prioritizes teamwork might see teachers regularly observing each other's classes, providing constructive feedback, and co-designing lessons to better meet student needs (Taiwo et al., 2019).

2.1.4.5 Encourage the Heart

Stakeholders sought principals who demonstrated a fervent and genuine belief in the capabilities of others, strengthened their resolve, provided support for success, and instilled optimism about the future. Essentially, principals had to foster hope, even in the most challenging times. Hope was essential for success, as it fostered a sense of purpose and meaningful communication within individuals and groups. It was notable for its ability to emotionally resonate and uplift the spirits of constituents (Javadi et al., 2017). For example, during the COVID-19 pandemic, principals who maintained a hopeful outlook and communicated clear, positive messages were able to sustain morale among teachers and students, leading to better adaptation to remote learning environments.

Encouraging the heart isn't simply an ethical obligation for principals but also a viable methodology for building up ways of behaving that align with standards and values. Exemplary principals energize the heart by recognizing both individual and group contributions, celebrating achievements and values, and connecting positive actions with both emotional and material rewards. For instance, some principals organize monthly recognition events where teachers and students are acknowledged for their efforts, fostering a culture of appreciation and motivation. That's what the review demonstrates: within school settings, the initiative works on underscoring collaboration and fostering connections that significantly affect student accomplishment and the creation of successful learning environments (Urick and Groves, 2014).

Additionally, the principals acknowledge the endeavors, necessities, and achievements of their teachers, offering encouragement from the heart. With an emphasis on the school's goals, exemplary principals celebrate the commitments and triumphs of teachers. These celebrations are essential and symbolically address the school's strengths, promoting steadfastness and dedication to common goals and vision. In this context, the principal concentrates on the school's shared goals and objectives, and it is important to recognize the dedication and achievements of the teachers (Martin, 2021).

2.1.5 Practices of Exemplary Leaders

Andrews (2024) posed the important question: leadership for what purpose? He emphasized that leadership was a means to an end, not an end in itself, and was neither inherently good nor desirable on its own. Instead of managing people, a leader guides and motivates them to be productive; followers are the sole characteristic that defines a leader. Drucker listed the following criteria for exemplary leadership:

1. A leader must have a mission, a vision, and well-defined goals.
2. A leader needs to understand that being a leader is a duty, not a position or an honor.
3. A leader strives to establish trusting bonds with others and recognizes their accomplishments.

4. People who are led by a leader gain their trust.
5. A leader is aware that fostering human development is the ultimate goal of leadership.

Furthermore, the practices of exemplary leaders embody leadership excellence in any institution. Leaders who embraced these practices could handle the difficulties of leadership, performing their roles authentically to foster the growth of their followers. Additionally, commitment, trust, loyalty, integrity, heart, and awareness of the stewardship concept were essential for success in any organization, and leaders needed to embody the foundational elements of leadership (Miftahurrohmah, 2021).

Moreover, leaders had an impact on students' learning by establishing objectives, fostering a vision, and making sure that the tools and procedures needed for effective instruction were available. As a guide for enhancing schools, the term "principal" has become more and more prominent in the context of instructional leadership. Effective leadership practices included ten commitments, particularly those that are essential to improving principals' performance and impact on the school. According to Kouzes and Posner (2017), five practices and commitments that embodied exemplary leadership were consistently displayed by exemplary leaders, including school principals:

1. Modeling the Way Commitments

- a. Finding one's voice can be facilitated by elucidating personal values. Leaders must not only aim for excellence in their roles but also uphold that excellence through their integrity, as people are constantly observing them.
- b. Setting an example for others in the organization: Making sure that one's actions are in line with common goals, particularly when leaders perform as promised.

2. Inspire a Shared Vision Commitment

- a. Visualizing future potential through affirmations, which are positive statements that enable one to perceive the ideal state as already being in place. It was about being forward-thinking.

- b. Getting people to support the shared vision: This commitment requires the leader to establish rapport with followers before presenting a common goal.
- 3. Challenge the Process Commitments
 - a. Seeking chances to develop, change, and advance by posing worthwhile challenges to both themselves and other people. The possibility of improved instruction and student accomplishment was all but guaranteed when the principal and teachers shared respect and trust.
 - b. Supporting experimentation by leaders, letting others try novel concepts, and owning up to mistakes made by individuals.
- 4. Enable Others to Act Commitments
 - a. Promoting cooperation by establishing mutual trust and shared objectives. Kouzes and Posner (2007) assert that a leader's vocabulary needs to include the word "we" frequently.
 - b. Empowering those in the leader's immediate vicinity by distributing authority and discretion, publicly assisting others, and improving the work of others. Leaders had to establish a learning atmosphere where people could learn new things all the time.
- 5. Encourage the Heart Commitments
 - a. Expressing gratitude to others for their contributions. Since people frequently rise to meet their expectations, leaders should show gratitude whenever possible.
 - b. Setting the standard for fostering a sense of community. Kouzes and Posner (2013) assert that leaders must come up with a variety of methods to recognize and honor exceptional behavior.

2.1.6 Exemplary Principals

The principal held conventional administration power, which was distinct from the power practiced by group pioneers and instructors, whether officially or casually. Their position accompanied explicit errands, authority, and obligation. As the head of the school, the principal was liable for laying out objectives, cycles, and results, holding

decisional power and general liability as the formal pioneer. Previously, principals worked as main principals, administering undertakings like transportation, support, and authoritative obligations (Montales and Digo, 2024).

However, a change in context happened, emphasizing the significance of authority rehearses that zeroed in on clear objectives, vital preparation, and execution. This shift extended the job of principals, moving past the office of the board and rule authorization to incorporate creating educational initiatives (Ni et al., 2018). Specifically, these pioneers were expected to encourage effective showing rehearses inside their groups, drive understudy learning results, and deal with the intricacies of the school system.

As a result, the roles and expectations for principals developed because of evolving social, political, and authoritative settings. In particular, principals were progressively considered responsible for understudies' scholastic accomplishment, requiring further contribution to the educating and learning parts of the school climate (Wu and Shen, 2022). Therefore, there are five vital obligations of the principal as a pioneer, including:

1. Planning a thorough vision for scholarly accomplishment, based on exclusive expectations for each student.
2. Establishing a steady learning climate where security, participation, and other fundamental components of useful communication flourish.
3. Supporting administration among staff, engaging educators and other staff individuals to add to the school's vision.
4. Improving training practices to empower instructors to give the best schooling and assist students with arriving at their maximum potential.
5. Overseeing staff, information, and techniques to guarantee consistent school improvement.

These obligations should be adjusted to ensure a positive outcome. For example, accomplishing the vision of student achievement becomes difficult if the school lacks student engagement, teachers are not equipped with effective instructional

strategies, or if data analysis is inadequate. However, when all five obligations are implemented, effective leadership becomes evident (Salleh and Khalid, 2018). Research on successful schools suggests that principals play an active role in guiding instructional matters and are consistently at the forefront of education. Principals should not only manage safe, efficient, and caring learning environments but also be leaders in teaching and learning programs (Khan et al., 2020).

2.1.7 Principal's Impact on Student's Academic Achievement.

School principals play a significant role in further improving their institutions' student academic achievement. Principals are the most influential component in determining a school's effectiveness, demonstrating exemplary leadership practices that contribute to school success. By displaying such leadership, principals lay the foundation for high-quality education, collaborative learning environments, and student-centered settings (Salleh & Khalid, 2018). Thus, the impact of principals' exemplary leadership practices significantly reduces achievement gaps in schools. Through the implementation of strategic leadership practices, principals lead initiatives that address differences in student achievement (Hussain et al., 2016).

To further emphasize the importance of leadership, Glasper (2018) confirmed that school leadership accounts for over a quarter of the overall impact on student achievement, indicating that principals with these skills play a key role in boosting student achievement and enhancing schools. Moreover, exemplary leaders focus on educational excellence, which directly impacts student performance. The duration of a principal's tenure is also directly related to their influence on student achievement. Principals who serve in their roles for extended periods have more opportunities to use and refine exemplary leadership skills, resulting in lasting positive impacts on student achievement and enhancing their credibility with staff through consistently implementing effective practices (Kouzes & Posner, 2017).

In addition to their direct influence, Gates et al. (2019) highlighted the fundamental role of principals in schools, demonstrating how effective principals improve student achievement. They further determined that the school principal is the

primary factor influencing school effectiveness, with principals exerting both direct and indirect effects on student achievement. Furthermore, principals' impact on academic achievement is manifested in different ways, with their influence being either direct or indirect, depending on their methods. While some scholars argue that principals primarily exert an indirect influence on student achievement, others assert that principals can also have a direct impact. Moreover, the leadership strategies implemented by school principals positively impact various aspects of the school environment, such as student learning, academic performance, and perceptions of stakeholders (Glasper, 2018).

On the one hand, principals directly impact student achievement by prioritizing student development, fostering a positive socio-emotional environment, and engaging with students through interactions, disciplinary actions, and academic and behavioral guidance. Principals address student academic needs by working with groups and modeling effective instructional practices for educators to enhance student achievement. They also directly influence teacher morale and behavior through their communication, vision, standards, values, and support for professional growth (Khan et al., 2020).

On the other hand, principals indirectly influence student academic achievement by affecting teacher job satisfaction and the school environment. Advancements in student achievement occur when teachers perceive a supportive and positive work environment. Principals shape the school environment, which directly impacts student success through credibility and significant influence over staff. Such credibility is developed through trust, forward-thinking, efficiency, and alignment with the vision of schools (Khan et al., 2020).

Moreover, building trust in principals requires transparency, embodiment of the school's vision, and fair treatment of stakeholders, which is essential for garnering support and ensuring acceptance of leadership decisions. Therefore, principals hold dual roles as both managers and leaders to fulfill all aspects of their responsibilities. Exemplary leadership in educational institutions is a key factor contributing to academic excellence (Montales & Digo, 2024).

Finally, according to Son and Cho (2020), leadership is crucial in setting high standards and inspiring others to achieve them, even in the face of challenges. By fostering collective decision-making, leaders empower teams and stakeholders, creating an environment where everyone feels invested in the institution's success. This approach leads to more innovative solutions, greater buy-in, and ultimately improved student achievement. Effective leadership is essential for driving success in education, cultivating trust, and gaining respect within the school community..

2.1.8 Principals' Direct Impact on Student Academic Achievement

In recent years, studies have highlighted the fundamental commitment of school principals to student academic achievement. Indeed, there is broad agreement that capable principals strongly impact students' academic performance. In fact, school principals are considered the most influential factor in measuring a school's effectiveness. Researchers argue that principals can impact both student academic achievement and school performance, either directly or indirectly (Buchheit, 2019).

Moreover, a trait commonly associated with effective schools is the presence of an effective school principal. Effective school principals create an environment conducive to academic success through their exemplary leadership practices. Additionally, school leaders are recognized as key figures in transforming schools. While classroom instruction by teachers is generally considered to have a more direct impact on student learning than the leadership of school principals, exemplary leadership can support and enhance instructional practices. Furthermore, many studies consistently affirm that school principals significantly influence students' academic achievement (Salleh & Khalid, 2018).

For instance, exemplary leadership practices embraced by principals lay the foundation for successful schools and help reduce achievement gaps by addressing disparities in student performance. Specifically, school leadership accounts for more than a quarter of the overall impact on student achievement, with principals possessing capable instructional skills playing a crucial role in advancing students' academic success and contributing to overall school improvement (Buchheit, 2019). In addition,

student performance is directly impacted by exemplary leadership practices that place a high priority on instructional excellence. Notably, the length of a principal's tenure has a direct impact on student achievement because longer-serving principals have more opportunities to improve their leadership techniques and build credibility with staff (Kouzes & Posner, 2017).

Therefore, credibility plays a critical leadership role, as it fosters confidence within the school community. Specifically, principals who consistently demonstrate strong, ethical, and effective leadership practices earn the trust and respect of both staff and students. This trust is essential, as it enables principals to implement their vision and initiatives effectively, creating an environment where educational goals are met and academic performance is optimized. Research suggests that the trustworthiness established by principals positively impacts their ability to influence student achievement. For example, principals with high trustworthiness are more likely to inspire collaboration among teachers, engage students, and foster a school culture that prioritizes student success and achievement (Kouzes & Posner, 2017).

In summary, principals play a vital role in shaping the school culture, instructional quality, and overall atmosphere, significantly impacting student outcomes through exemplary leadership practices. Specifically, school leaders shape the school culture by emphasizing students' holistic growth, ensuring high-quality and equitable instruction, supporting and developing teachers, and fostering a positive emotional climate (Darling-Hammond et al., 2022).

Finally, through exemplary leadership practices, principals engage directly with students in disciplinary matters and communicate academic and behavioral expectations, impacting student achievement and performance. However, while recognizing the positive impact of principals in schools, it is essential to acknowledge that their effect on students may be either direct or indirect, depending on the specific leadership practices employed (Darling-Hammond et al., 2022).

2.1.9 The Principals' Indirect Effects on Students Academic Achievement

The indirect impact of the school principal on student achievement is a critical aspect of educational leadership, considered the second most influential factor affecting student achievement at the school level, following teacher influence (Cravens, 2018). Research has demonstrated that principals' effectiveness is indirect, manifested through their influence on school conditions, teacher quality, and teaching quality, thereby establishing an indirect relationship with gains in student achievement.

Cravens (2018) found that the impact of exemplary leadership practices on student achievement may be mediated by several factors, such as teacher job satisfaction and the creation of an improved and positive learning environment. Recruiting, hiring, developing, and retaining staff are key responsibilities of a principal. These practices play a significant role in curriculum decisions and influence school funding allocation. These factors significantly impact student achievement and indirectly affect the principal's ability to influence student outcomes.

Furthermore, Sun and Leithwood (2015) found that the effects of leadership on student learning include teacher morale, competence, commitment, and confidence. When school leaders foster these positive feelings and reinforce them among teachers, student achievement shows noticeable improvement. Similarly, Quinn et al. (2015) identified several pathways through which exemplary leadership practices explain differences in achievement. They found that variables such as classroom instruction were linked to leadership practices through pathways including professional community, curriculum quality, learning environment, and communication with parents and the community. The most robust pathway identified was curriculum quality, which was defined by the quality of professional development and the coherence of programs (Quinn et al., 2015).

In addition, principals influence student achievement primarily through their impact on the overall school climate, classroom dynamics, and teacher effectiveness. Sun and Leithwood (2015) emphasized that principals shape school conditions by establishing leadership structures, fostering inclusive cultures, and implementing

policies related to curriculum adherence, teacher retention, and working conditions. These changes initiated by principals can lead to variations in student achievement. Moreover, principals can influence classroom dynamics by managing factors such as class size, teacher-student ratios, ability grouping, and overseeing instructional content and assessments (Colarusso, 2024).

Additionally, strategies regarding classroom conditions also play a role in student achievement. Both school-wide and classroom-level changes impact how teachers interact with students, thereby influencing achievement. For example, a teacher in a smaller class size can provide more personalized instruction compared to one in a larger class. Thus, the interplay between principal-set policies at both levels and teacher interactions shapes student achievement (Sun and Leithwood, 2012).

It is also important to note that principal leadership styles are not developed in isolation; they are influenced by various external factors that also directly affect student achievement. These factors include provincial and district policies, as well as the principal's prior professional development, teaching experience, and administrative background. Provincial and district leadership policies dictate how principals lead and oversee educational delivery, assessment, and improvement. Moreover, principals' leadership styles may be influenced by stakeholders' preferences and the socioeconomic backgrounds of students, which can affect available resources and mandated policies. Similarly, students' family backgrounds influence learning directly by shaping the educational culture and values within the community and school. Therefore, it is essential to account for these factors when analyzing the impact of principals on student achievement (Ni et al., 2018).

Finally, the indirect effects of principal leadership on achievement are dynamic. Changes in student demographics can lead to adjustments in educational strategies and long-term planning. Furthermore, principal tenure and experience play dynamic roles, as past experiences shape current decision-making. Policies implemented by previous principals can persist into the future, influencing student performance. In econometric models, these factors are addressed by incorporating controls for principal tenure and experience, as well as accounting for the lingering effects of past principals through a

mathematical decay model. This approach enables researchers to capture the ongoing impact of principals on student performance over time (Abu-Tineh et al., 2008).

2.1.10 Exemplary Principals and Teachers

Acknowledging the urgent role of principal-teacher interactions in striving for student achievement requires understanding the relationship between principal and teacher satisfaction. Several studies have explored teachers' dedication to their profession, the critical aspects of professional training that shape this commitment, and the resulting levels of satisfaction within the profession. Importantly, these studies suggest a positive correlation between principals' practices and teacher satisfaction. Additionally, factors within the teaching profession, such as gender and skill levels, contribute to varying degrees of satisfaction or dissatisfaction (Doors et al., 2019).

Furthermore, Bartanen and Grissom (2019) examined teachers' perceptions of their principals, categorizing them as transformational or transactional leaders. Their study aimed to determine the impact of leadership style, teachers' perceptions of their roles, and principal dynamics on teacher satisfaction. The research utilized a Likert-type scale survey distributed to 930 teachers, grounded in a theoretical framework of transformational leadership, which emphasizes the positive relationship between leaders and their followers. The findings suggested that teachers' perceptions of authentic and professional work aligned with viewing principals as transformational leaders, thereby leading to higher satisfaction levels.

In addition, Cerit (2009) introduced a third dimension of teacher satisfaction beyond Herzberg's traditional focus emphasizing intrinsic and extrinsic rewards. Their study, involving over 1000 teachers in New Zealand and England, supported Herzberg's Two-Factor Theory, highlighting that teachers derived satisfaction from intrinsic motivations tied to teaching, such as student achievement and professional growth. The study also noted a decline in teacher satisfaction levels over time.

Similarly, Cansoy (2019) investigated how principals' empowerment of teachers and decision-making influenced teacher motivation, job satisfaction, and job

stress. The results revealed a correlation between teacher motivation and job satisfaction, particularly emphasizing the connection between intrinsic motivation and higher levels of teacher satisfaction. The study also examined the relationship between teachers' perceptions of school principals' use of humor and their job satisfaction. It argued that a principal's use of humor enhanced the overall sense of fulfillment among educators, which in turn significantly impacted the school environment and culture.

Hirsch et al. (2021) focused on teacher retention, examining how teachers' experiences and means influenced their decisions to remain in classroom education. The study identified intrinsic and extrinsic factors, job satisfaction, and commitment levels as elements directly linked to professional retention.

2.1.11 Principals Influence on Academic Achievement

Leithwood et al. (2004) explain the connection between principal authority and student academic achievement by identifying the different ways leadership influences academic outcomes, primarily through indirect channels, including schools, classrooms, and teachers. They also highlight that a principal's leadership style is influenced by external factors, which can, in turn, affect academic results. To elaborate further, principals primarily shape student achievement through their impact on school conditions, classrooms, and teaching staff. Leithwood et al. (2004) observe that principals mainly influence the conditions within schools, including aspects such as establishing governance structures, fostering inclusive school cultures, and formulating policies regarding curriculum adherence, retention, and teacher working conditions. As a result, changes to these school conditions initiated by principals may lead to variations in student achievement. Moreover, principals also exert influence on individual classrooms by managing factors like class size, teacher-student ratios, and student grouping strategies, as well as overseeing instructional content and assessment practices.

In addition, policies concerning classroom conditions play a significant role in student achievement. Changes in both school and classroom conditions affect the interactions between teachers and students, thus influencing academic outcomes. For

instance, a teacher assigned to a smaller class by the principal may provide more individualized instruction than a colleague handling a larger class. The key point here is that the policies set by principals at both the school and classroom levels, along with how teachers respond to these policies, work together to influence student achievement (Khan, 2020).

However, principals do not develop their leadership styles in isolation from external factors. Many external factors shape their approaches, some of which can directly affect student achievement. Among the most significant influences on principal leadership are provincial and district policies, as well as the principals' past professional development and training experiences, such as their educational background, teaching and administrative experience, and mentorship (Kansal & Chandani, 2014). Specifically, provincial and district leadership mandates are especially crucial since they guide how principals should manage and lead the educational processes in their schools. Furthermore, a principal's leadership is influenced by their educational history and experiences, and it may also be shaped by the interests of various stakeholders (Kansal & Chandani, 2014).

Additionally, the socioeconomic backgrounds of the students enrolled in the school can affect leadership styles, which in turn may influence the financial resources, policies, and programs offered. For example, students' family backgrounds can also have a direct impact on learning by influencing family attitudes toward academic success or by shaping the school's and community's educational culture. Therefore, principals should not be viewed in isolation from their students' backgrounds, highlighting the need to account for these factors in any analysis of how principals influence student achievement. In our econometric model outlined below, we include various student background factors at the individual, school, and neighborhood levels to address any potential confounding effects of family background. Furthermore, it's important to recognize that the indirect effects of principals on student achievement can be quite dynamic. For instance, changes in the socioeconomic status of a school's student body can quickly affect the principal's decisions about instructional strategies, while also gradually influencing the planning for school improvement (Timothy, 2019).

Furthermore, the tenure and experience of principals bring dynamic elements to their roles. They often draw on insights gained from their current and past positions when making decisions that affect the school and classroom environment. Even after a new principal takes charge, the policies implemented by previous principals can still impact current student performance. In our econometric model described below, we address this in two ways. First, we consider the tenure and experience of the principals. Second, we acknowledge that the effects of former principals can persist, gradually diminishing over time. This approach enables us to grasp how the decisions made by principals over the years continue to affect student performance over time (Posner, 2010).

2.1.12 Principals' Exemplary Practices

2.1.12.1 Principals' Modeling the Way Practices

The exemplary principal demonstrates impressive skill and confidence, serving as a role model for students, staff, and parents. For instance, Indawati et al. (2022) conducted mixed-methods research, combining surveys and in-depth teacher interviews to explore teachers' perspectives on principals' leadership practices. The interviews revealed that school principals demonstrated commendable leadership practices, such as fostering a collaborative school culture, providing constructive feedback, and encouraging professional development among teachers. However, the quantitative findings from the surveys showed that while these practices were present, they did not significantly correlate with students' academic achievement. This discrepancy suggests that while leadership practices are essential, their impact on academic outcomes may depend on other contextual factors, such as resource availability or community support.

On the other hand, the qualitative part of the research highlighted that exemplary principals were perceived as fair, reliable, and trustworthy role models who actively engaged with teachers and students in daily school interactions (Indawati et al., 2022). These principals were noted for their ability to build strong relationships, inspire trust, and create an inclusive environment where both teachers and students felt valued. Similarly, Bryant et al. (2017) emphasized the importance of admirable leadership

practices, particularly role modeling. Their case study of three principals underscored the value of leading by example and maintaining meaningful, reliable, and consistent relationships with teachers. The study found that principals who were visible in classrooms, participated in professional learning communities, and demonstrated a commitment to continuous improvement were more likely to foster a positive school climate and improve teacher morale.

Furthermore, Ross and Cozzens (2016) stressed professionalism as a key role-modeling behavior that shapes school culture. They argued that for principals to positively influence academic achievement, they must exhibit professionalism in their communication, actions, and conduct with teachers. This includes being transparent in decision-making, demonstrating ethical behavior, and showing empathy toward staff and students. In addition, research by Leithwood et al. (2020) suggests that effective principals also focus on instructional leadership, which involves setting high expectations for teaching and learning, monitoring student progress, and providing targeted support to teachers. This approach has been shown to have a direct impact on student outcomes, particularly in underperforming schools.

Moreover, a study by Day et al. (2016) found that principals who prioritize building a shared vision and mission for their schools are more successful in driving academic improvement. By involving teachers, students, and parents in the goal-setting process, these principals create a sense of ownership and collective responsibility for student success. Therefore, a positive role model should lead by example, be mindful of their actions, understand their responsibilities, and embody effective leadership. They must also be adaptable, able to navigate challenges, and committed to fostering a culture of continuous improvement.

2.1.12.2 Principals Enable Others to Act Practices

Duhart-Toppen (2020) asserts that a principal's administrative demeanor, as well as his interactions and collaboration with teachers, are more important aspects of leadership than rules and regulations. As the primary factor in interpersonal relationships both inside and outside of organizations, trust is at the core of cooperation.

Without trust, it is impossible to lead and accomplish remarkable feats. They recommended instructions for improving principal-staff relations (Kouzes and Posner, 2017).:

1. Know the teacher as a person and treat them as such;
2. Give teachers as many chances as you can for personal development.
3. Abstain from meddling in their private affairs.
4. Consistently compliment and express gratitude for their hard work.
5. Arrange the tasks and make sure they have all the data they require to complete them successfully.
6. Give them the freedom to be creative.
7. Use a sense of humor to create a calm atmosphere.
8. Give them manageable assignments and establish reasonable objectives.
9. Give them the freedom to work on their own.
10. Make yourself accessible to them.

According to Jackson (2018), successful educational leaders focus on critical areas such as (a) defining the school's mission, (b) managing curriculum and instruction, (c) fostering a positive learning environment, (d) leading instruction, and (e) assessing educational programs. Principals can create an environment where staff members can work effectively and solve problems by implementing these priorities.

Meanwhile, principals must cultivate future leaders. They have to identify, cultivate, and support future leaders. Rather than emphasizing the individualistic "I" in leadership, principals should emphasize the collaborative "we" by working with teachers to grow together or occasionally stepping aside to let others take the initiative. Teachers and other staff members should be seen by principals as future leaders who can make a variety of contributions to the school's success. Teachers who take on leadership roles in professional learning communities are referred to as teacher leaders, not routed into administration (Andrews, 2024).

Furthermore, the first step in the principal's leadership development process is to ask: What specifically does this person need to develop? Principals can help the

larger staff create and carry out school improvement plans. Principals must, however, concentrate on examining their convictions and comfort zones while empowering others in the school to cultivate teacher leaders. In terms of managing schools, principals must also be willing to share authority. Four tactics are necessary for outstanding leadership in schools for those who are prepared to share authority:

1. Giving educators lots of chances to take the lead.
2. Establishing a community for professional learning.
3. Offering top-notch training for professionals.
4. Honoring teachers' expertise and innovation (Sahin, 2023).

2.1.12.3 Principals Inspire Shared Vision Practices

Firstly, leaders who show genuineness, vision, capability, and motivation demonstrate characteristics that have remained consistent over the years, enabling them to develop a shared vision based on their perceived credibility. Exemplary leaders, according to Kouzes and Posner (2017), not only establish a clear path forward that motivates all stakeholders but also foster a sense of purpose that unites everyone. Moreover, Hallinger (2011) contended that principals direct daily choices that influence academic and organizational success by establishing specific objectives that directly support the vision. For example, when a principal makes learning objectives clear, it gives staff and students a clear path forward. Additionally, by establishing clear expectations and creating a framework that inspires all members of the school community to succeed, a well-communicated vision also encourages improved performance.

Furthermore, exemplary leadership places particular emphasis on the power of a shared vision to support meaningful change within educational settings. The school climate refers to the overall atmosphere of the school, shaped by the interpersonal relationships, attitudes, and behaviors of teachers, principals, students, and administrators. A positive educational climate in schools is characterized by three key elements: high standards for all students' academic achievement, strong self-worth among students regarding their academic abilities, and a low level of academic

passivity, meaning the belief that students' actions and efforts significantly impact their outcomes (Bockelmann, 2021).

In addition, the overall environment within a school is influenced by staff attitudes toward various aspects of the school's program, with the principal ultimately being responsible for both the school's vision and its climate. As a result, the way a principal acts and speaks directly affects the quality of the school environment. To create and preserve a positive school climate, principals must be aware of the needs of their teachers and take proactive measures (Buchheit, 2019).

Similarly, Kouzes and Posner (2007) emphasize that school principals, while motivating staff to align their personal goals with those of the institution, foster a sense of purpose that strengthens the school's mission. This alignment is especially crucial, as staff need to feel that their contributions matter to the collective goals. In this regard, according to Uzoechina and Oguegbu (2015), school principals have a significant influence on the type of school climate they want to establish, whether it is a productive and encouraging workplace or just a place where time is exchanged for money. When making leadership decisions, principals are urged to keep a strategic frame of reference and consider whether the choice will (a) help students receive individualized instruction, (b) improve the professional caliber of teaching, or (c) aid in curriculum improvement. A principal's choice may have a beneficial impact on the atmosphere or climate of the school if any of these results are attained.

Furthermore, Mooris (2024) noted that 70% of participants in their study, who were graduates of educational leadership programs, felt their principals communicated a strong vision, underscoring the importance of shared leadership. Additionally, underperforming schools revealed that setting clear goals and a shared vision can motivate teachers and improve school performance. Both studies highlight how leaders, by articulating and sustaining a shared vision, create a culture where teachers feel inspired and engaged in pursuing academic success.

Finally, successful principals distinguish themselves through relationship-building skills by fostering trust, decision-making processes, management techniques,

and conflict-resolution strategies. Schools should also cultivate conditions where teachers have a voice in the vision and direction of the school, as principals need this support to create an environment that empowers all staff to reach their full potential (Cravens, 2018).

2.1.12.4 Principals Challenge the Process Practices

School principals face the critical task of reducing achievement gaps and increasing academic performance for all students. Furthermore, educational policy standards require principals to meet specified benchmarks and ensure the effective application of these standards. However, despite these high expectations, there is limited knowledge of how to best prepare and develop highly qualified leaders and principals (Menon, 2021). As a result, leadership programs must prepare and equip principals with the skills needed to foster successful schools. Given that school transformation and improvement hinge on strong leadership, this study examined the perceptions of selected principals from high-performing elementary schools. As change agents, instructional leaders, and transformers, principals must focus on two essential facets of the educational continuum: ensuring that students meet international standards and offering tailored strategies to assist diverse learners in meeting those standards (Barata, 2018).

This concept is a prime example of how leaders who inspire others to achieve actively seek out challenges. According to Mifsud (2024), these leaders recognize that innovation and change are associated with experimentation, risk, and even failure. Moreover, they understand that modest successes and gradual steps are necessary to bring about long-lasting change. In this context, transformational leaders are prepared to challenge the status quo and seek out novel opportunities to effect constructive change. Specifically, these leaders know that implementing meaningful change requires a visionary approach, so they encourage others to try new strategies. Consequently, they continuously look for ways to develop, innovate, and improve, creating a culture that views change as a necessary step on the path to success.

Additionally, Montales and Digo (2024) proposed that the principal should act as a change agent to support teachers in challenging the process. This can be accomplished by:

1. Consulting: To help teachers come up with answers, the principal presents outside concepts or information.
2. Training: consists of two components: first, it assists the teacher in extracting useful insights from existing data, and second, it gives the teacher new abilities to find, analyze, and use new data to address future issues.
3. Research: The modification might instruct educators on how to assess the success of action plans and pinpoint areas that require development.

In addition to these roles, principals must also initiate the change process in a way that aligns their organization with the school's vision. Therefore, principals of today and tomorrow must be change agents as well as instructional leaders. Specifically, a change agent is an organizational supporter of proactive, fruitful change initiated by all staff members. Thus, a leader in this position can encourage and drive change within an organization.

2.1.12.5 Principals Encourage the Heart Practice

As per Kouzes and Posner (2007), empowering others enables followers to continuously become leaders by their own doing. Principals should keep trust alive, even during the most difficult times. Successful principals show genuine appreciation for every individual and reward people for their efforts, recognizing their contributions to the organization's success. Kouzes and Posner (2007) suggested that principals should foster a sense of appreciation by building a culture of collective identity and community spirit, which can sustain a group through challenging times.

Moreover, Watson (2024) confirmed that teachers were content with the significant benefits they obtained from their work as educators. Small actions taken by the principal of the school, who was careful to attend to the staff's human needs,

frequently enhanced these rewards. Effective principals essentially did not undervalue the significance of attending to each teacher's unique needs. According to Jackson (2018), exemplary principals should remember these simple steps:

1. Talking directly by name to teachers.
2. Writing congratulations and expressions of gratitude for a birthday, a noteworthy accomplishment, or an exceptional piece of work.
3. Asking for and paying attention to other people's viewpoints.
4. Ensuring frequent in-class visits.
5. Informing educators about developments.
6. Completing requests from teachers.
7. Requesting assistance if required.
8. Taking lunchtime breaks to visit teachers' rooms.

Furthermore, school principals must be aware of teachers' needs and take steps forward to encourage professional fulfillment, as teachers should be supported and valued in an environment that promotes student achievement and learning. The fundamental cycles—discussion, inquiry, and reflection—are processes that all leadership activities ought to follow. These interrelated cycles form the foundation of professional practice. Reflection, as a means of self-improvement, entails considering one's actions before, during, and after their completion. Without reflection, teachers could simply repeat the same curriculum year after year. Inquiry, on the other hand, is the process of acquiring skills that allow teachers, principals, and even students to work together to find solutions. Inquiry is developed when curiosity is actively practiced (Emmanuel & Valley, 2022).

Finally, a crucial component that is frequently absent from schools is discourse. Mutual understanding is the aim of discourse. Important knowledge and insights are produced when principals and educators communicate honestly, listen intently, and build on one another's ideas. Seeking to understand before seeking to be understood is the secret to successful interpersonal relationships (Andrews, 2024).

2.2 Theoretical Review

This research was grounded in two key theoretical frameworks: Transformational Leadership Theory and Exemplary Leadership Practices as conceptualized by Kouzes and Posner (2017). It is commonly acknowledged that transformational leadership theory is an important approach to educational leadership. According to this theory, leaders can transform their followers by attending to their needs, motivating them to go above and beyond, and creating an atmosphere that encourages creativity and change. Transformational leadership is crucial in the educational environment for promoting school reform, raising teacher effectiveness, and eventually increasing student academic achievement (Andrews, 2024). Specifically, transformational leadership is distinguished by four essential elements:

1. Idealized Influence: Leaders serve as role models, gaining the trust and respect of their followers.
2. Inspirational Motivation: Leaders present a clear and compelling vision to inspire and encourage others.
3. Intellectual Stimulation: Leaders promote creativity and innovation by challenging traditional standards and fostering new ideas.
4. Individualized Consideration: Leaders offer personalized support and mentorship to their followers, meeting their specific requirements and promoting professional development (Hallinger, 2011).

These components work together to create a supportive and dynamic learning environment that encourages teachers and students to perform at their best. Moreover, transformational leadership is especially beneficial in educational contexts because it encourages cooperation, fosters a positive school culture, and improves student engagement and achievement (Menon, 2021). In addition to transformational leadership, Kouzes and Posner (2017) introduced the concept of Exemplary Leadership Practices, which identifies five fundamental practices that good leaders regularly exhibit. The first practice, Modeling the Way, emphasizes that leaders set standards for how others should be treated and how objectives should be pursued. By acting according to shared principles, they lead by example and gain the respect and

confidence of others. The second practice, Inspiring a Shared Vision, involves leaders looking to the future and encouraging others to realize the amazing opportunities that lie ahead. They inspire their people to strive toward common objectives and cultivate a sense of shared purpose. The third practice, Challenging the Process, focuses on leaders seeking innovative and improved processes. They are not afraid to try new things, take risks, and learn from mistakes. The fourth practice, Enabling Others to Act, highlights the importance of teamwork, credibility, and providing others with the freedom to take charge. Effective leaders foster an atmosphere in which people feel competent and are encouraged to reach their objectives. Finally, Encouraging the Heart is the practice where leaders honor team accomplishments and acknowledge individual efforts. By fostering an environment of gratitude and acknowledgment, they encourage and promote sustained work and dedication.

Although these exemplary leadership practices have their roots in the ideas of transformational leadership, they offer a more structured and practical framework for leaders to follow. According to Kouzes and Posner (2009), these practices are universally relevant in a variety of organizational contexts, including education. For instance, principals who implement these strategies in their schools have a higher chance of enhancing student academic performance, encouraging teacher cooperation, and creating positive learning environments.

In summary, these ideas are integrated into the study's conceptual framework, which proposes that principals who demonstrate exemplary leadership practices have a favorable impact on students' academic success as well as instructors' performance. This approach aligns with the goals of the study, which are to explore the most common exemplary leadership activities in international schools, examine how instructors perceive these practices, and determine how they affect student progress (Astuti et al., 2025).

2.3 Empirical Review

Numerous research studies have looked into the relationship between leadership practices and student academic achievement. Indeed, the outcomes from these studies

lend empirical support to the theoretical frameworks outlined above. For instance, Salleh and Khalid (2018) conducted research on stakeholders' opinions of principal leadership methods and their impact on student progress. The findings showed that Enabling Others to Act had the greatest impact on school performance, followed by Challenging the Process and Encouraging the Heart.

Similarly, Miller (2020) investigated the function of transformational leadership in challenging educational situations. The study found that principals who supported transformational leadership methods were able to instill positive change, resulting in better student outcomes. Furthermore, the study highlighted the cultural dimensions of school leadership, demonstrating that transformational leadership promotes a collaborative school culture, which improves teacher motivation and student achievement. In addition, Gates et al. (2019) emphasized the critical role of principals in raising student achievement, underscoring the importance of strong leadership practices for school success. Moreover, Darling-Hammond et al. (2022) emphasized the importance of school leadership by demonstrating that principals had a significant impact on teacher satisfaction, retention, and student academic performance.

On the other hand, Astuti et al. (2025) found that exemplary leadership serves as the foundation for a continuously developing school environment. However, in Indonesia, the desired school climate has not yet been fully achieved. Specifically, a quantitative survey revealed that while exemplary leadership has a direct effect on students and a significant impact on the school climate, this impact becomes even stronger when integrated with local wisdom.

The study further highlighted that combining exemplary leadership with cultural values enhances its effectiveness, making it essential to incorporate local wisdom into leadership programs. Additionally, coaching potential leaders to apply these principles can further improve the quality of the school climate and create a more sustainable and adaptive educational environment. In summary, these empirical studies repeatedly show that leadership practices, particularly those associated with transformational and exemplary leadership paradigms, have a significant impact on student academic performance.

2.4 Critical Summary of Literature Review

The literature on school leadership delves deeply into the impact of exemplary leadership practices on student academic attainment. To begin with, research continually emphasizes the crucial role of school principals in creating a conducive learning environment, with leadership ranked second only to teaching in terms of impacting student outcomes. Moreover, school leadership distinguishes between management and leadership, emphasizing the transformative role of leadership in determining institutional success. For instance, effective school leadership, which includes vision, strategic planning, and adaptation, has been linked to higher academic performance and teacher development. Additionally, several studies have found that school principals influence educational quality through their leadership practices, with a focus on promoting collaboration, building trust, and establishing a shared vision.

Furthermore, exemplary leadership practices are rooted in transformational leadership theory, which emphasizes the role leaders play in inspiring and motivating staff members. Specifically, transformational leadership has been shown to enhance teacher commitment and student achievement by fostering a culture of continuous improvement. In this context, Kouzes and Posner's (2017) Leadership Practices Inventory (LPI) provides a structured approach to evaluating leadership effectiveness. Its five primary dimensions are Modelling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart.

In addition, each of these practices has been studied in the literature to varying degrees of significance. For example, while Modelling the Way involves setting behavioral norms and leading by example, Inspiring a Shared Vision aims to create a compelling future direction for the organization. Similarly, Challenging the Process is associated with innovation and risk-taking, whereas Enabling Others to Act emphasizes empowerment and collaboration. Lastly, Encouraging the Heart includes boosting morale and recognizing contributions. However, research findings indicate that the extent to which these strategies are employed varies depending on the educational context. For instance, some studies suggest that principals perceive their leadership effectiveness more positively than teachers do.

Moreover, the connection between leadership practices and student academic success has been the subject of numerous empirical investigations. For example, regression analyses have shown a positive correlation between student performance and principal leadership practices, although the strength of these effects varies depending on contextual factors such as stakeholder involvement, school size, and culture. Specifically, quantitative analyses suggest that leadership strategies like Inspiring a Shared Vision and Challenging the Process are more likely to predict student performance than Enabling Others to Act and Encouraging the Heart. Furthermore, effective leadership is also dependent on institutional support systems and school administrators' access to professional development opportunities, as highlighted by comparative studies across various educational systems (Astuti et al., 2025).

Nevertheless, although there is general agreement about the value of exemplary leadership, some studies express concern about the perception gap between teachers and principals. For instance, research indicates that principals often believe their leadership practices are more effective than teachers do, which raises the possibility of bias in self-evaluations. In particular, leadership research identifies the Halo Effect as a common issue, where leaders overestimate their impact. Additionally, contextual factors such as legislative frameworks, school governance systems, and cultural differences also influence the effectiveness of leadership approaches.

To address these challenges, the literature emphasizes the need for more comprehensive evaluation tools to assess how leadership impacts student achievement. For example, some researchers advocate for a mixed-methods approach that incorporates both quantitative and qualitative data, even though the LPI offers a structured framework. Furthermore, longitudinal studies are recommended to better capture the long-term effects of leadership practices on academic outcomes. In addition, scholars support professional development programs designed to strengthen principals' leadership abilities, ensuring that leadership practices align with institutional objectives (Barata, 2019).

In conclusion, the importance of exemplary leadership practices is well supported by the literature on student achievement and school leadership. Overall, the

study highlights the multifaceted nature of leadership and its direct and indirect impacts on educational outcomes. However, more empirical research is needed to refine current models and enhance leadership training in educational settings, particularly in light of differences in leadership effectiveness, perception gaps between principals and teachers, and contextual factors.

CHAPTER 3

RESEARCH METHODOLOGY

Research methodology refers to the process and techniques used to conduct research, collect information, analyze data, and draw conclusions. It contains the framework, strategies, tools, and procedures researchers employ to investigate a specific topic or problem, ensuring their findings' validity, reliability, and relevance.

3.1 Research Design

The study used a quantitative research approach and came under the positivist research paradigm, which relies highly on objectivity. The study used a cause-and-effect relationship research design. Standardized questionnaires were employed to check the effect of principals' exemplary leadership practices on students' academic achievement. Additionally, teachers were asked to provide information about students' results for further analysis. Teachers' perceptions were checked through standardized questionnaires.

3.2 Population

Principals were selected as they are the primary decision-makers in schools, responsible for implementing leadership practices that shape the educational environment. On the other hand, teachers were selected because they directly observe and experience these exemplary leadership practices in their daily professional interactions, which provides valuable insights into the effectiveness of exemplary leadership. Students' academic achievement was selected to determine whether a measurable relationship exists between exemplary leadership practices' effectiveness and educational outcomes.

Data were collected from International Schools in Islamabad (Appendix D). The study population consisted of 437 O-Level students, 82 teachers, and 30 principals, drawn from 30 schools within 9 international school chains.

Table 3. 1*The Population Size of the Study*

| International Schools | Principals | Students | Teachers |
|-----------------------|------------|----------|----------|
| 30 | 30 | 437 | 158 |

3.3 Sample Size and Sampling Technique

A simple random sampling technique was used to select 343 students and 120 teachers, ensuring an unbiased representation in which the sample size was determined based on Gay's (2005). Meanwhile, all 30 principals were included in the study through a census.

Table 3. 2*The Sample Size of the Study*

| International Schools | Principals | Students | Teachers |
|-----------------------|------------|----------|----------|
| 30 | 30 | 323 | 145 |

3.3 Instruments

In this research, two closed-ended questionnaires were used to assess exemplary leadership practices. Specifically, these questionnaires were adapted from Kouzes and Posner (2017). The instrument consisted of two parts: the Leadership Practices Inventory (LPI)-Observer for teachers and the Leadership Practices Inventory (LPI)-Self for principals. While the LPI-Observer allowed teachers to evaluate their principals' leadership practices, the LPI-Self enabled principals to assess their leadership behaviors, providing both an external and self-reflective assessment of leadership effectiveness. In terms of structure, each questionnaire comprises 30 statements, with six statements assigned to each of the five leadership dimensions:

Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart.

Furthermore, these statements comprehensively captured leadership practices. To measure responses, a five-point Likert scale was used, where participants rated each statement based on how frequently the leadership practices were demonstrated. Specifically, the scale included Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

3.4 Procedure

a. Validity of Instruments

The validity of the instruments was checked through experts' opinions. The content validity of the instruments was assessed through expert reviews by senior faculty members from the Faculty of Education. They checked the grammar, phraseology, language, and context of the questions. Changes were made according to their suggestion.

b. Pilot Testing

A pilot test was conducted to check the reliability of the questionnaires. A pilot test of one international school was conducted to check the instruments' reliability. Participants selected for the pilot study were not involved in the final data collection.

c. Reliability of Instruments

Data from the pilot test were analyzed, and Cronbach's Alpha was applied to assess the reliability of the questionnaires. A pilot test sample, comprising both principals and teachers, was selected to evaluate reliability. The Leadership Practices Inventory (LPI)-Self questionnaire for principals achieved a Cronbach's Alpha of 0.862, while the LPI-Observer questionnaire for teachers had a Cronbach's Alpha of 0.923.

Table 3. 3*Reliability of the Questionnaire*

| N | Exemplary Leadership Practices | Number of Statements | Cronbach Alpha Values |
|---|--------------------------------|----------------------|-----------------------|
| 1 | Model the Way | 6 | 0.83 |
| 2 | Inspire a Shared Vision | 6 | 0.84 |
| 3 | Challenge the Process | 6 | 0.84 |
| 4 | Enable Others to Act | 6 | 0.81 |
| 5 | Encourage the Heart | 6 | 0.83 |
| 6 | Total | 30 | .862 |

The reliability of the principals' questionnaire regarding LPI-Self has been measured by using 30 items and Cronbach's alpha value is 0.862.

Table 3. 4*Reliability of the Questionnaire*

| N | Exemplary Leadership Practices | Number of Statements | Cronbach Alpha Values |
|-------|--------------------------------|----------------------|-----------------------|
| 1 | Modeling the Way | 6 | .928 |
| 2 | Inspiring a Shared Vision | 6 | .897 |
| 3 | Challenging the Process | 6 | .913 |
| 4 | Enabling Others to Act | 6 | .888 |
| 5 | Encouraging the Heart | 6 | .902 |
| Total | | 30 | .923 |

The reliability of the principals' questionnaire regarding LPI-Observer has been measured by using 30 items and Cronbach's alpha value is 0.923.

3.6 Data Collection

Data were collected through schools visits, and emails. The questionnaires were personally delivered to all the chosen principals and teachers from international schools and collected at a later time. Additionally, the researcher acquired the students' results for 2023. To facilitate data collection, a permission letter was obtained from the supervisor, which was presented to the school principals.

3.7 Data Analysis

For this study, both descriptive and inferential statistical techniques were employed, aligning with the study's four main objectives. To address the first objective, descriptive statistics, including means, Percentages, and percentages, were calculated

to identify the most and least common exemplary leadership practices observed in the schools. For the second objective, descriptive statistics were also applied. The mean scores for each of the five exemplary leadership practices were computed to gain a detailed understanding of how teachers perceive their principals' leadership behaviors. The third objective was analyzed using inferential statistics, specifically the independent samples t-test. This test compared the mean scores of principals' self-assessments (LPI-Self) with teachers' assessments of principals (LPI-Observer) to determine if significant differences existed between the two groups.

To address the fourth objective, both regression analysis and ANOVA were employed. Regression analysis examined the predictive relationship between principals' leadership practices and students' academic achievement. ANOVA tested for significant differences in academic achievement across schools with varying levels of leadership effectiveness. Additionally, Regression analysis and ANOVA were used to analyze the cause-and-effect relationship between exemplary leadership practices of the principals and students' academic achievement.

3.8 Ethical Consideration

Schools participating in the study and the individuals involved can or would be assured that their data were collected exclusively for educational research purposes. Confidentiality was maintained, and official permission from the respective supervisor was obtained before conducting surveys in the chosen schools. The researcher commits to using unbiased language in the study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

The data analysis and interpretation are presented in this chapter. Mean scores were calculated to determine the principals' exemplary leadership practices and the teachers' perceptions. The difference between the responses of teachers and principals to exemplary leadership practices was determined using a t-test. To find out the effect of five exemplary leadership practices on the academic achievement of O-level students, regression and ANOVA were utilized.

Table 4. 1

The Percentage of the Principal's Years of Service

| Years of Service | Percent |
|-----------------------|---------|
| Below three years | 3.3% |
| Three years | 56.7% |
| More than three years | 40.0% |
| Total | 100 % |

As shown in Table 4.1, the majority of principals 56.7% had served for exactly three years, 40.0% had served for more than three years, and only 3.3% had served for less than three years at the same school. The smallest portion of the sample, also 3.3%, had served for only one year.

Table 4. 2

The Percentage of Principal's Qualifications

| Principals Qualifications | Percent |
|---------------------------|---------|
| Bachelors | 00.0% |
| Master | 43.3% |
| PhD | 56.7% |
| Total | 100% |

As shown in table 4.2 the results indicate that 56.7% of the principals held a PhD, 43.3% held a Master's degree, and none of the respondents stated that their highest degree of education was a bachelor's degree.

RQ.1: What are the exemplary leadership practices currently being implemented in international schools?

Table 4. 3

Exemplary Leadership Practices of the Principals.

| Exemplary leadership practices | N | Mean |
|--------------------------------|----|------|
| Modeling the Way | 30 | 4.52 |
| Inspired a Shared Vision | 30 | 4.54 |
| Challenge the Process | 30 | 4.39 |
| Enable Others to Act | 30 | 4.46 |
| Encouraging the Heart | 30 | 4.50 |

Table 4.3 demonstrates, via mean scores, the exemplary leadership practices of principals. First off, the mean score for modeling the way is 4.52, which shows that principals strongly engage in this practice. Additionally, inspiring a shared vision has the highest mean score (4.54), making it the most common practice. However, the least used practice was challenging the process, as evidenced by the mean score of 4.39. Furthermore, a high degree of implementation is indicated by the mean scores of 4.46 for empowering others to act and 4.50 for encouraging the heart. These findings suggest that a range of excellent leadership techniques are successfully applied by principals in international schools.

RQ.2: What are the teachers' perceptions regarding the principals' leadership practices?

Table 4. 4

Teachers' Perceptions Regarding the Principals' Leadership Practices.

| Exemplary of leadership practices | N | Mean |
|-----------------------------------|-----|------|
| Modeling the Way | 120 | 4.40 |
| Inspiring a Shared Vision | 120 | 4.44 |
| Challenging the Process | 120 | 4.52 |
| Enabling Others to Act | 120 | 4.30 |
| Encouraging the Heart | 120 | 4.43 |

Table 4.4 shows the teachers' perceptions regarding the principals' leadership practices through mean scores. The mean score of CP was 4.52, highlighting it as the predominant practice. The mean score of ISV was 4.44, indicating a strong presence of this practice as well. The mean score of ETH was 4.43, which indicates that this practice was strongly perceived. The mean score of MTW was 4.40, indicating that this was a strongly perceived practice. Finally, the mean score of EOA was 4.30, which shows that it was the least perceived practice. The results indicate that teachers perceive various exemplary leadership practices among the principals, with the lowest mean score for EOA at 4.30 showing that it was the least perceived by the teachers.

Table 4. 5

Percentages and Mean Scores of Principal's Modeling the Way Practices.

| N | STATEMENT | SA | A | N | D | SD | M |
|---|---|-------|-------|------|----|----|------|
| 1 | I model for my followers what I want from them. | 50% | 43.3% | 3% | 3% | 0% | 4.4 |
| 2 | I invest time and effort into ensuring that the followers I work with adhere to the standards and principles we have agreed on. | 56.7% | 40 % | 0% | 3% | 0% | 4.5 |
| 3 | I keep my word and fulfill my commitments. | 66.7% | 27% | 3.3% | 3% | 0% | 4.57 |
| 4 | I get input from my followers about how my behavior impacts other people's performance. | 63.3% | 36.7% | 0% | 0% | 0% | 4.63 |
| 5 | I openly honor people who demonstrate a dedication to shared values. | 50% | 46.7% | 3.3% | 0% | 0% | 4.47 |
| 6 | I have a very clear leadership philosophy. | 57% | 43.3% | 0.0% | 0% | 0% | 4.57 |

Table 4.5 shows the Percentages and mean scores for principals' practices in modeling the way. Firstly, 50% of principals strongly agreed, 43.3% agreed, and 3% were neutral with the statement I set a personal example of what I expect of my followers, resulting in a mean score of 4.4.

Secondly, 56.7% strongly agreed, 40% agreed, and 3% were neutral with the statement I invest time and effort into ensuring that the followers I work with adhere to the standards and principles we have agreed on, with a mean score of 4.50.

Thirdly, 66.7% strongly agreed, 27% agreed, and 3.3% were neutral with the statement I follow through on my promises and commitments, with a mean score of 4.57.

Additionally, 63.3% strongly agreed, 36.7% agreed, and no one was neutral with the statement I ask my followers for feedback on how my actions affect others' performance, with a mean score of 4.63.

Moreover, 50% strongly agreed, 46.7% agreed, and 3.3% were neutral with the statement I publicly recognize individuals who exemplify a commitment to shared values, with a mean score of 4.47.

Finally, 57% strongly agreed and 43.3% agreed with the statement I am clear about my leadership philosophy, with a mean score of 4.57.

Table 4. 6

Percentages and Mean Scores of Principals Inspiring a Shared Vision Practices.

| N | STATEMENT | SA | A | N | D | SD | M |
|---|--|--------|--------|-------|----|----|------|
| 1 | I explore future trends that will transform the way we work. | 63% | 33.30% | 3% | 0% | 0% | 4.60 |
| 2 | I create an interesting image of what the future can be like. | 66.70% | 23.30% | 10% | 0% | 0% | 4.57 |
| 3 | I encourage people to share an exciting future dream. | 50% | 40% | 10% | 0% | 0% | 4.40 |
| 4 | I clearly show everyone how they may achieve their long-term goals by collaborating on the vision. | 60% | 36.70% | 3.30% | 0% | 0% | 4.53 |
| 5 | I draw an image of what we want to accomplish. | 63.30% | 36.70% | 0% | 0% | 0% | 4.63 |
| 6 | I discuss sincerely about the greater meaning and purpose of our job. | 53.30% | 46.70% | 0% | 0% | 0% | 4.53 |

Table 4.6 displays the Percentages and mean scores of principals' practices in inspiring a shared vision. First, 63% of principals strongly agreed, 33.3% agreed, and 3% were neutral with the statement I explore future trends that will transform the way we work. with a mean score of 4.60.

66.7% strongly agreed, 23.3% agreed, and 10% were neutral with the statement I create an interesting image of what the future can be like, with a mean score of 4.57.

50% strongly agreed, 40% agreed, and 10% were neutral with the statement I encourage people to share an exciting future dream, with a mean score of 4.40.

60% strongly agreed, 36.7% agreed, and 3.3% were neutral with the statement I clearly show everyone how they may achieve their long-term goals by collaborating on the vision, with a mean score of 4.53.

Moreover, 63.3% strongly agreed and 36.7% agreed with the statement I paint the big picture of what we aspire to accomplish, with a mean score of 4.63.

Finally, 53.3% strongly agreed and 46.7% agreed with the statement I discuss sincerely about the greater meaning and purpose of our job, with a mean score of 4.53.

Table 4. 7

Percentages and Mean Scores of Principals Challenging the Process Practices.

| N | Statement | SA | A | N | D | SD | M |
|---|---|--------|--------|-------|-----|----|------|
| 1 | I seek challenging opportunities that will help me improve my skills and talents | 17% | 13.30% | 57% | 13% | 0% | 3.2 |
| 2 | I inspire my followers to explore new and unique ways to perform their jobs | 66.70% | 26.70% | 7% | 0% | 0% | 4.6 |
| 3 | I look beyond the official boundaries of my company for innovative approaches to improve our work. | 60% | 36.70% | 3.30% | 0% | 0% | 4.57 |
| 4 | I ask myself, "What can we learn from this when things don't go as planned?" | 63.30% | 33.30% | 3.30% | 0% | 0% | 4.6 |
| 5 | I make sure we have quantifiable milestones, clear strategies, and reasonable goals for our programs and initiatives. | 66.70% | 30% | 3.30% | 0% | 0% | 4.63 |
| 6 | I take risks even if there is a possibility of failure. | 73.30% | 26.70% | 0% | 0% | 0% | 4.73 |

Table 4.7 shows the percentages and mean scores of principals challenging the process practices. First, 17% of principals strongly agreed, 13.3% agreed, 57% were neutral, and 13% disagreed with the statement I seek challenging opportunities that will help me improve my skills and talents, with a mean score of 3.20.

Second, 66.7% strongly agreed, 26.7% agreed, and 7% were neutral, with no disagreement, regarding the statement I inspire my followers to explore new and unique ways to perform their jobs, with a mean score of 4.60.

Additionally, 60% strongly agreed, 36.7% agreed, and 3.3% were neutral with the statement I look beyond the official boundaries of my company for innovative approaches to improve our work, with a mean score of 4.57.

Furthermore, 63.3% strongly agreed, 33.3% agreed, and 3.3% were neutral with the statement I ask myself, “What can we learn from this when things don’t go as planned?” With a mean score of 4.60.

Moreover, 66.7% strongly agreed, 30% agreed, and 3.3% were neutral regarding the statement I make sure we have quantifiable milestones, clear strategies, and reasonable goals for our programs and initiatives. with a mean score of 4.63.

Finally, 73.3% strongly agreed, and 26.7% agreed with the statement I take risks even if there is a possibility of failure, which resulted in a mean score of 4.73.

Table 4. 8

Percentages and Mean Scores of Principals Enabling others to act Practices.

| N | STATEMENT | SA | A | N | D | SD | M |
|---|--|-------|-------|-------|------|------|------|
| 1 | I build collaborative relationships with the team members I work with. | 63.3% | 23.3% | 13.3% | 0% | 0. % | 4.50 |
| 2 | I actively listen to and consider others' perspectives. | 43.3% | 46.7% | 10% | 0% | 0% | 4.33 |
| 3 | I interact with others respectfully and treat them with dignity. | 50% | 46.7% | 0% | 0% | 0% | 4.50 |
| 4 | I actively support and align with decisions made in collaboration with my team. | 66.8% | 30% | 3.3% | 0% | 0% | 4.63 |
| 5 | I ensure that my team members consistently grow in their roles by enhancing their existing skills and developing new ones. | 53.3% | 40% | 3.3% | 3.3% | 0% | 4.43 |
| 6 | I provide my team members with the freedom and flexibility to determine how they approach their work. | 46.7% | 43.3% | 6.7% | 3.3% | 0% | 4.33 |

Table 4.8 displays the percentages and mean scores of principals' enabling others to act practices. First, 63.3% of principals strongly agreed, 23.3% agreed, and 13.3% were neutral with the statement I build collaborative relationships with the team members I work with, with a mean score of 4.50.

Second, 43.3% strongly agreed, 46.7% agreed, and 10% were neutral with the statement I listen to others' points of view actively, with a mean score of 4.33.

Additionally, 50% strongly agreed, 46.7% agreed, and no one disagreed with the statement I deal and treat others respectfully, with a mean score of 4.50.

Next, 66.8% strongly agreed, 30% agreed, and 3.3% were neutral with the statement I actively support and align with decisions made in collaboration with my team., which led to a mean score of 4.63.

Moreover, 53.3% strongly agreed, 40% agreed, 3.3% were neutral, and 3.3% disagreed with the statement I ensure that my team members consistently grow in their roles by enhancing their existing skills and developing new ones, with a mean score of 4.43.

Finally, 46.7% strongly agreed, 43.3% agreed, 6.7% were neutral, and 3.3% disagreed with the statement I provide my team members with the freedom and flexibility to determine how they approach their work., with a mean score of 4.33.

Table 4. 9

Percentages and Mean Scores of Principal's Encouraging the Heart Practices.

| N | STATEMENT | SA | A | N | D | SD | M |
|---|---|-------|-------|------|------|------|------|
| 1 | I praise well-done work. | 53.3% | 46.7% | 0.0% | 0.0% | 0.0% | 4.53 |
| 2 | I trust my followers' abilities. | 43.3% | 56.7% | 0.0% | 0.0% | 0.0% | 4.43 |
| 3 | I ensure that I reward my followers for their work or contributions to successful projects. | 56.7% | 40.0% | 3.3% | 0.0% | 0.0% | 4.53 |
| 4 | I publicly appreciate those who demonstrate adherence to shared values. | 56.7% | 43.3% | 0.0% | 0.0% | 0.0% | 4.57 |
| 5 | I find ways to celebrate accomplishments. | 60.0% | 33.3% | 3.3% | 3.3% | 0.0% | 4.5 |
| 6 | I show my followers support and appreciation for their contributions. | 50.0% | 46.7% | 3.3% | 0.0% | 0.0% | 4.43 |

Table 4.9 shows the percentages and mean scores of principals encouraging heart practices. Firstly, 53.3% of respondents strongly agreed and 46.7% agreed that they praise the well-done job, resulting in a mean score of 4.53.

Secondly, 43.3% strongly agreed and 56.7% agreed that they trust other followers' abilities, with a mean score of 4.43.

Additionally, 56.7% strongly agreed, 40.0% agreed, and 3.3% were neutral about appreciating those who demonstrate adherence to shared values, with a mean score of 4.53.

Furthermore, 56.7% strongly agreed and 43.3% agreed that they publicly appreciate those who exemplify adherence to shared values, with the highest mean score of 4.57.

Moreover, 60.0% strongly agreed, 33.3% agreed, 3.3% were neutral and 3.3% disagreed that I find ways to celebrate accomplishments, with a mean score of 4.50.

Lastly, 50.0% strongly agreed, 46.7% agreed, and 3.3% were neutral about I show my followers support and appreciation for their contributions, with a mean score of 4.43.

Table 4.10

Percentages and Mean Scores of Teachers' Perceptions Regarding Principal's Modeling the Way Practices.

| N | STATEMENT | SA | A | N | D | SD | M |
|---|---|-------|-------|-------|------|------|------|
| 1 | My principal sets a personal example of what is expected of followers. | 53.3% | 35.8% | 6.7% | 0.0% | 4.2% | 4.37 |
| 2 | My principal is committed to overcoming obstacles even when the outcomes are uncertain. | 51.7% | 40.8% | 4.2% | 0.0% | 3.3% | 4.38 |
| 3 | My principal is confident and clear about their leadership philosophy. | 47.5% | 39.2% | 13.3% | 0.0% | 0.0% | 4.34 |
| 4 | My principal follows through on promises and commitments they make. | 57.6% | 33.3% | 6.7% | 0.0% | 2.5% | 4.46 |
| 5 | My principal is contagiously enthusiastic and positive about future possibilities. | 54.2% | 31.7% | 10.0% | 2.5% | 1.7% | 4.4 |
| 6 | My principal drives progress one step at a time toward the goal. | 52.5% | 40.8% | 4.2% | 0.8% | 1.7% | 4.44 |

Table 4.10 shows the percentages and mean scores of teachers' perceptions regarding principals' modeling the way practices. Firstly, 53.3% of respondents strongly agreed, 35.8% agreed, 6.7% were neutral, 0.0% disagreed, and 4.2% strongly disagreed that my principal sets a personal example of what is expected of followers, and the mean score was 4.37.

Secondly, 51.7% strongly agreed, 40.8% agreed, 4.2% were neutral, 0.0% disagreed, and 3.3% strongly disagreed that my principal is committed to overcoming obstacles, even when the outcomes are uncertain, with a mean score of 4.38.

Additionally, 47.5% strongly agreed, 39.2% agreed, 13.3% were neutral, 0.0% disagreed, and 0.0% strongly disagreed that my principal is confident and clear about their leadership philosophy, with a mean score of 4.34.

Furthermore, 57.6% strongly agreed, 33.3% agreed, 6.7% were neutral, 0.0% disagreed, and 2.5% strongly disagreed that my principal follows through on promises and commitments they make, resulting in the highest mean score of 4.46.

Moreover, 54.2% strongly agreed, 31.7% agreed, 10.0% were neutral, 2.5% disagreed, and 1.7% strongly disagreed that my principal is contagiously enthusiastic and positive about future possibilities, with a mean score of 4.4.

Lastly, 52.5% strongly agreed, 40.8% agreed, 4.2% were neutral, 0.8% disagreed, and 1.7% strongly disagreed that my principal drives progress one step at a time toward the goal, with a mean score of 4.44.

Table 4.11

Percentages and Mean Scores of Teachers' Perceptions Regarding Principal's Inspiring a Shared Vision Practices.

| N | STATEMENT | SA | A | N | D | SD | M |
|---|---|-------|-------|-------|------|------|------|
| 1 | My principal discusses future trends that are likely to shape the way we work. | 55.8% | 35.8% | 4.2% | 4.2% | 0.0% | 4.43 |
| 2 | My principal vividly describes a compelling vision of what our future could look like. | 54.2% | 36.7% | 6.7% | 2.5% | 0.0% | 4.43 |
| 3 | My principal encourages others to share and contribute to an inspiring vision of the future. | 59.2% | 30.0% | 10.0% | 0.8% | 0.0% | 4.48 |
| 4 | My principal demonstrates how aligning with a shared vision can serve the long-term interests of everyone involved. | 51.7% | 41.7% | 5.8% | 0.8% | 0.0% | 4.44 |
| 5 | My principal seeks challenging opportunities that push their skills and abilities to the limit. | 57.5% | 35.0% | 5.0% | 0.9% | 1.7% | 4.46 |
| 6 | My principal communicates with genuine confidence about the higher purpose and significance of our work. | 55.8% | 33.3% | 8.3% | 0.8% | 1.7% | 4.41 |

Table 4.11 shows the percentages and mean scores of teachers' perceptions regarding principals' inspiring a shared vision practices. Firstly, 55.8% of respondents strongly agreed, 35.8% agreed, 4.2% were neutral, 4.2% disagreed, and 0.0% strongly disagreed that my principal discusses future trends likely to shape the way we work, with a mean score of 4.43.

Secondly, 54.2% strongly agreed, 36.7% agreed, 6.7% were neutral, 2.5% disagreed, and 0.0% strongly disagreed that my principal vividly describes a compelling vision of the future, with a mean score of 4.43.

Additionally, 59.2% strongly agreed, 30.0% agreed, 10.0% were neutral, 0.8% disagreed, and 0.0% strongly disagreed that my principal encourages others to share and contribute to an inspiring vision of the future, with the highest mean score of 4.48.

Furthermore, 51.7% strongly agreed, 41.7% agreed, 5.8% were neutral, 0.8% disagreed, and 0.0% strongly disagreed that my principal demonstrates how aligning with a shared vision serves the long-term interests of everyone, with a mean score of 4.44.

Moreover, 57.5% strongly agreed, 35.0% agreed, 5.0% were neutral, 0.9% disagreed, and 1.7% strongly disagreed that my principal seeks challenging opportunities that push their skills and abilities to the limit, with a mean score of 4.46.

Lastly, 55.8% strongly agreed, 33.3% agreed, 8.3% were neutral, 0.8% disagreed, and 1.7% strongly disagreed that my principal communicates with genuine confidence about the higher purpose and significance of work, with a mean score of 4.41.

Table 4.12

Percentages and Mean Scores of Teachers' Perceptions Regarding Principals Challenging the Process Practices.

| N | Statement | SA | A | N | D | SD | M |
|---|---|-------|-------|------|------|------|------|
| 1 | My principal pursues opportunities that assess their understanding and competence. | 69.2% | 28.3% | 0.0% | 0.0% | 2.5% | 4.62 |
| 2 | My principal strives to find opportunities that push their skills and capabilities to new heights. | 64.2% | 28.3% | 5.8% | 0.0% | 0.7% | 4.55 |
| 3 | My principal explores beyond the formal limits of their organization to discover innovative ways to enhance our work. | 58.3% | 30.0% | 6.7% | 0.0% | 5.0% | 4.37 |
| 4 | My principal reflects on lessons to be learned when outcomes differ from expectations. | 60.8% | 31.7% | 7.5% | 0.0% | 0.0% | 4.53 |
| 5 | My principal ensures achievable goals are set, clear plans are developed, and measurable milestones are established for the projects and programs we undertake. | 61.7% | 31.7% | 4.2% | 2.5% | 0.0% | 4.53 |
| 6 | My principal embraces experimentation and takes calculated risks, even when failure is a possibility. | 57.5% | 33.3% | 9.2% | 0.0% | 0.0% | 4.48 |

Table 4.12 shows the Percentages and mean scores of teachers' perceptions regarding principals' challenging the process practices. Firstly, 69.2% of respondents

strongly agreed, 28.3% agreed, 0.0% were neutral, 0.0% disagreed, and 2.5% strongly disagreed that principals actively pursue opportunities that challenge their skills and abilities, with a mean score of 4.62.

Secondly, 64.2% strongly agreed, 28.3% agreed, 5.8% were neutral, 0.0% disagreed, and 0.7% strongly disagreed that principals strive to find opportunities that push their skills and capabilities to new heights, with a mean score of 4.55.

Additionally, 58.3% strongly agreed, 30.0% agreed, 6.7% were neutral, 0.0% disagreed, and 5.0% strongly disagreed that principals explore beyond the formal limits of their organization to discover innovative ways to enhance their work, resulting in a mean score of 4.37.

Furthermore, 60.8% strongly agreed, 31.7% agreed, 7.5% were neutral, 0.0% disagreed, and 0.0% strongly disagreed that principals reflect on lessons to be learned when outcomes differ from expectations, with a mean score of 4.53.

Moreover, 61.7% strongly agreed, 31.7% agreed, 4.2% were neutral, 2.5% disagreed, and 0.0% strongly disagreed that principals ensure achievable goals are set, clear plans are developed, and measurable milestones are established for projects and programs, with a mean score of 4.53.

Lastly, 57.5% strongly agreed, 33.3% agreed, 9.2% were neutral, 0.0% disagreed, and 0.0% strongly disagreed that principals embrace experimentation and take calculated risks, even when failure is a possibility, with a mean score of 4.48.

Table 4.13

Percentages and Mean Scores of Teachers' Perceptions Regarding Principal's Enabling Others to Act Practices.

| N | Statement | SA | A | N | D | SD | M |
|---|--|-------|-------|-------|------|------|------|
| 1 | My principal pursues opportunities that assess their understanding and competence | 55.8% | 33.3% | 9.2% | 1.7% | 0% | 4.43 |
| 2 | My principal strives to find opportunities that push their skills and capabilities to new heights | 68.3% | 18.3% | 9.2% | 1.7% | 2.5% | 4.48 |
| 3 | My principal explores beyond the established boundaries of their organization to discover innovative ways to enhance our work | 53.3% | 17.5% | 14.2% | 5.0% | 10% | 3.99 |
| 4 | My principal reflects on lessons to be learned when outcomes differ from expectations | 55.0% | 30.8% | 8.3% | 4.2% | 1.7% | 4.33 |
| 5 | My principal ensures achievable goals are set, clear plans are developed, and measurable milestones are established for the projects and programs we undertake | 59.7% | 30.8% | 3.3% | 17% | 5.0% | 4.4 |

| | | | | | | | |
|---|---|-------|-------|------|-----|------|------|
| 6 | My principal embraces experimentation and takes calculated risks even when failure is a possibility | 52.5% | 29.2% | 8.3% | 42% | 5.8% | 4.18 |
|---|---|-------|-------|------|-----|------|------|

Table 4.13 presents the percentages and mean scores of teachers' perceptions regarding principals' enabling others to act practices. Firstly, 55.8% of teachers strongly agreed, 33.3% agreed, 9.2% were neutral, 1.7% disagreed, and none strongly disagreed that my principal pursues opportunities that assess their understanding and competence, with a mean score of 4.43.

Additionally, 68.3% of teachers strongly agreed, 18.3% agreed, 9.2% were neutral, 1.7% disagreed, and 2.5% strongly disagreed that my principal strives to find opportunities that push their skills and capabilities to new heights, with a mean score of 4.48.

Furthermore, 53.3% strongly agreed, 17.5% agreed, 14.2% were neutral, 5.0% disagreed, and 10.0% strongly disagreed that my principal explores beyond the established boundaries of their organization to discover innovative ways to enhance our work, with a mean score of 3.99.

Moreover, 55.0% strongly agreed, 30.8% agreed, 8.3% were neutral, 4.2% disagreed, and 1.7% strongly disagreed that my principal reflects on lessons to be learned when outcomes differ from expectations, with a mean score of 4.33.

In addition, 59.7% strongly agreed, 30.8% agreed, 3.3% were neutral, 1.7% disagreed, and 5.0% strongly disagreed that my principal ensures achievable goals are set, clear plans are developed, and measurable milestones are established for the projects and programs we undertake, with a mean score of 4.40.

Furthermore, 52.5% strongly agreed, 29.2% agreed, 8.3% were neutral, 4.2% disagreed, and 5.8% strongly disagreed that my principal embraces experimentation and takes calculated risks even when failure is a possibility, with a mean score of 4.18.

Table 4.14

Percentages and Mean Scores of Teachers' Perceptions Regarding Principal's Encouraging the Heart Practices.

| N | Statement | SA | A | N | D | SD | M |
|---|--|-------|-------|-------|------|------|------|
| 1 | My principal acknowledges and praises followers for a job well done. | 52.5% | 36.7% | 9.2% | 0.8% | 0.8% | 4.39 |
| 2 | My principal expresses confidence in followers' abilities and ensures they feel trusted. | 60.0% | 30.8% | 6.7% | 2.5% | 0.0% | 4.48 |
| 3 | My principal creatively rewards followers for their contributions to the success of projects. | 52.5% | 23.3% | 10.0% | 4.2% | 0.0% | 4.44 |
| 4 | My principal openly recognises individuals who demonstrate a strong commitment to shared values. | 50.8% | 40.8% | 6.7% | 0.0% | 1.7% | 4.39 |
| 5 | My principal actively seeks opportunities to celebrate achievements. | 52.5% | 33.7% | 8.2% | 0.8% | 0.8% | 4.36 |
| 6 | My principal provides team members with ample appreciation and support for their efforts. | 55.0% | 29.2% | 10.8% | 4.2% | 0.0% | 4.51 |

Table 4.14 shows the Percentages and mean scores of teachers' perceptions regarding principals' encouraging the heart practices. First, 52.5% of teachers strongly agreed, 36.7% agreed, 9.2% were neutral, 0.8% disagreed, and 0.8% strongly disagreed that principals acknowledge and praise followers for a job well done, with a mean score of 4.39.

Second, 60.0% strongly agreed, 30.8% agreed, 6.7% were neutral, and 2.5% disagreed that principals ensure to express confidence in followers' abilities and let them know they are trusted, resulting in a mean score of 4.48.

Additionally, 52.5% strongly agreed, 23.3% agreed, 10.0% were neutral, and 4.2% disagreed that principals take steps to creatively reward followers for their contributions to the success of projects, with a mean score of 4.44.

Furthermore, 50.8% strongly agreed, 40.8% agreed, 6.7% were neutral, and 1.7% strongly disagreed that principals openly recognize those who demonstrate a strong commitment to shared values, yielding a mean score of 4.39.

Moreover, 52.5% strongly agreed, 33.7% agreed, 8.2% were neutral, 0.8% disagreed, and 0.8% strongly disagreed that principals actively seek opportunities to celebrate achievements, with a mean score of 4.36.

Lastly, 55.0% strongly agreed, 29.2% agreed, 10.8% were neutral, and 4.2% disagreed that principals provide team members with plenty of appreciation and support for their efforts, leading to a mean score of 4.51.

Table 4.15*Descriptive Statistics of Exemplary Leadership Practices Among Principals*

| Practices | Participant | N | Mean |
|--------------------------|-------------|-----|------|
| Modeling the Way | Principals | 30 | 4.52 |
| | Teachers | 120 | 4.40 |
| Inspired a Shared Vision | Principals | 30 | 4.54 |
| | Teachers | 120 | 4.44 |
| Challenging the Process | Principals | 30 | 4.39 |
| | Teachers | 120 | 4.52 |
| Enabling Others to Act | Principals | 30 | 4.46 |
| | Teachers | 120 | 4.30 |
| Encouraging the Heart | Principals | 30 | 4.50 |
| | Teachers | 120 | 4.43 |

Table 4.15 presents the descriptive statistics for ELPs among principals and teachers perceptions. It includes the mean scores for both groups across five ELPs. For modeling the way, principals have a higher mean score of 4.52 than teachers' mean of 4.40, indicating that principals generally perceive themselves to set a stronger example for their followers. In inspiring a shared vision, the mean score for principals was 4.54, while for teachers, it was 4.44, showing that principals may be largely successful in implementing these practices with a more compelling vision or communicating it more effectively. In challenging the process, teachers scored higher with a mean of 4.52, while

principals scored 4.39, indicating that teachers may feel more encouraged to explore new ideas and innovations.

For enabling others to act, principals scored 4.46, which was higher than the teacher's score of 4.30, indicating that principals might be perceived as more effective in empowering their followers. In encouraging the heart, principals have a slightly higher score of 4.50 compared to teachers, 4.43, showing that principals may be seen as more supportive and appreciative of their followers' contributions.

Generally, principals' mean scores were higher than teachers' in most leadership practices, with the highest mean score for principals being 4.54 in inspiring a shared vision, while teachers' highest score was 4.52 in challenging the process. This indicates that, overall, principals believe they are more effective in practicing leadership than teachers believe principals are. The highest mean score for principals is 4.54 in the area of inspiring a shared vision, indicating that principals generally feel confident about their ability to communicate a compelling vision for the future. In contrast, teachers' highest score is 4.52 in challenging the process, which suggests that teachers feel more encouraged to try new and innovative approaches in their work than principals may perceive themselves to foster. This reflects a small difference in how principals view their ELP's capabilities versus how teachers perceive those practices, with principals generally rating their ELPs higher than teachers perceive them.

Hypotheses

H₀₁: There is no significant difference between the mean scores of principals modeling the way practices and teachers' of these practices.

Table 4. 16

T-test analysis of the Difference between Principals' Leadership Practices in Modeling the Way and Teachers' Perceptions of these Practices.

| Practices | Participant | N | Mean | t-value | df | p-value |
|-----------|-------------|-----|------|---------|-----|---------|
| MTW | Principals | 30 | 4.52 | .087 | 143 | .931 |
| | Teachers | 120 | 4.40 | | | |

Table 4.16 shows the difference between principals' leadership practices in MTW and teachers' perceptions of them. The mean score of principals was 4.52, while the mean score of teachers was 4.40. The t-test value for the two groups was 0.087, and the *p*-value was 0.931, which is higher than the significance level of 0.05. This indicates that there is no significant difference between the mean scores of principals' practice and teachers' perceptions in MTW. Therefore, the null hypothesis has been accepted.

H₀₂: There is no significant difference between the mean scores of principals' inspiring a shared vision practices and teachers' perceptions of these practices.

Table 4.17

t-test Analysis of the Difference between Principals' Leadership Practices in Inspiring a Shared Vision and Teachers' Perceptions of these Practices.

| Practices | Participant | N | Mean | t | df | p-value |
|-----------|-------------|-----|------|------|-----|---------|
| ISV | Principals | 30 | 4.54 | .677 | 147 | .500 |
| | Teachers | 120 | 4.44 | | | |

Table 4.17 shows the difference between principals' leadership practices in ISV and teachers' perceptions of them. The mean score of principals was 4.54, while the mean score of teachers was 4.44. The t-test value was 0.677, with a *p*-value of 0.500, which is higher than the significance level of 0.05. This indicates that there is no significant difference between the mean scores of principals' practice and teachers' perceptions in ISV. Therefore, the null hypothesis has been accepted.

H₀₃: There is no significant difference between the mean scores of principals' challenging the process practices and teachers' perceptions of these practices.

Table 4.18

T-test Analysis of the Difference between Principals' Leadership Practices in Challenging the Process and Teachers' Perceptions of these Practices.

| Practices | Participant | N | Mean | t | df | p-value |
|-----------|-------------|-----|------|------|-----|---------|
| CTP | Principals | 30 | 4.39 | .314 | 147 | .754 |
| | Teachers | 120 | 4.52 | | | |

Table 4.18 shows the difference between principals' leadership practices in CP and teachers' perceptions of them. The mean score of principals was 4.39, while the mean score of teachers was 4.52. The t-test value was 0.314, with a *p*-value of 0.754, which is higher than the significance level of 0.05. This indicates that there is no significant difference between the mean scores of principals' practice and teachers' perceptions in CP. Therefore, the null hypothesis has been accepted.

H₀₄: There is no significant difference between the mean scores of principals' enabling others to act practices and teachers' perceptions of these practices.

Table 4.19

T-test Analysis of the Difference between Principals' Leadership Practices in Enabling Others to Act and Teachers' Perceptions of these Practices.

| Practices | Participant | N | Mean | t | df | p-value |
|-----------|-------------|-----|------|------|-----|---------|
| EOTA | Principals | 30 | 4.46 | .284 | 146 | .777 |
| | Teachers | 120 | 4.30 | | | |

Table 4.19 shows the difference between principals' leadership practices in EOA and teachers' perceptions of them. The mean score of principals was 4.46, while the mean score of teachers was 4.30. The t-test value was 0.28, with a *p*-value of 0.77, which is higher than the significance level of 0.05. This indicates that there is no significant difference between the mean scores of principals' practice and teachers' perceptions in EOA. Therefore, the null hypothesis has been accepted.

H₀₅: There is no significant difference between the mean scores of principals' encouraging the heart practices and teachers' perceptions of these practices.

Table 4.20

T-test Analysis of the Difference between Principals' Leadership Practices in Encouraging the Heart and Teachers' Perceptions of these Practices.

| Practices | Participant | N | Mean | t | df | p-value |
|-----------|-------------|-----|------|-------|-----|---------|
| ETH | Principals | 30 | 4.50 | 1.305 | 147 | .194 |
| | Teachers | 120 | 4.43 | | | |

Table 4.20 shows the difference between principals' leadership practices in ETH and teachers' perceptions of them. The mean score of principals was 4.50, while the mean score of teachers was 4.43. The t-test value was 1.305, with a *p*-value of 0.194, which is higher than the significance level of 0.05. This indicates that there is no significant difference between the mean scores of principals' practice and teachers' perceptions in ETH. Therefore, the null hypothesis has been accepted.

Cause and Effect Analysis

H₀₆: There is no significant effect of exemplary leadership practices of principals on the academic achievement of students.

REGRESSION ANALYSIS

Table 4.21

The Model Summary of the Exemplary Leadership Practices and Student Academic Achievement

| Model | R | R ² | Adjusted R ² | Std. Error of the Estimate |
|-------|-------------------|----------------|-------------------------|----------------------------|
| 1 | .621 ^a | .385 | .122 | 3.7417561 |

a. Predictors: (Constant), Enable Others to Act, Challenge the Process, Encourage the Heart, Inspire a Shared Vision, and Model the Way.

b. Dependent Variable: Student academic achievement.

Table 4.21 shows the R-value of .621^a, which is a moderate prediction of student academic achievement. R measures the multiple correlation coefficients, and R² represents the proportion of variance in student academic achievement, which is .385, showing 38.5% predictability of the dependent variable which is student academic achievement.

Table 4.22

ANOVA Summary of the Exemplary Leadership Practices and Student Academic Achievement

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 202.191 | 5 | 40.438 | 2.758 | .044 ^b |
| | Residual | 322.550 | 22 | 14.661 | | |
| | Total | 524.741 | 27 | | | |

a. Dependent Variable: Student academic achievement.

b. Predictors: (Constant), Enable Others to Act, Challenge the Process, Encourage the Heart, Inspire a Shared Vision, and Model the Way.

Table 4.22 shows the ANOVA test of the regression model. The table indicates that leadership practices significantly predict student academic achievement (the dependent variable), $F(5, 22) = 2.758$, $p = .044$.

Table 4.23

Coefficient Summary of the Exemplary Leadership Practices and Student Academic Achievement

| Model | Unstandardized | | Standardized | t | Sig. | 95.0% Confidence | |
|--------------|----------------|------------|--------------|--------|------|------------------|-------------|
| | Coefficients | | Coefficients | | | Interval for B | |
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 (Constant) | 90.632 | 9.597 | | 9.444 | .000 | 61.275 | 114.310 |
| CTP | 5.422 | 3.096 | .451 | 1.751 | .094 | -5.996- | 9.470 |
| ISV | 2.808 | 2.730 | .336 | 1.029 | .315 | -2.891- | 11.419 |
| EOTA | .295 | 1.725 | .054 | .171 | .866 | -12.911- | -.575- |
| MTW | -.733 | 2.698 | -.077 | -.272 | .788 | -4.801- | 8.998 |
| ETH | -8.101 | 2.885 | -1.064 | -2.808 | .010 | -7.036- | 4.920 |

a. Dependent Variable: Student academic achievement.

Note: Challenge the Process (CTP), Inspire a Shared Vision (ISV), Enable Others to Act (EOTA), Model the Way (MTW), Encourage the Heart (ETH).

Table 4.23 indicates the summary of exemplary leadership practices and student academic achievement. It shows that leadership practices positively predict student academic achievement, except for encouraging the heart and enabling others to act. However, the results are significant only for encouraging the heart leadership practice. Inspire a shared vision, model the way, and challenge the process to positively predict student academic achievement, but the results are not significant. The strongest predictor of student academic achievement is inspiring a shared vision, while the lowest predictor is enabling others to act.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATION

5.1 Summary

This study aimed to find out the relationship between exemplary leadership practices of principals and students' academic achievement in international O-level schools. The objectives of the study were to identify the prevailing exemplary leadership practices being used in international schools, to find out the effect on student's academic achievement, to find out the perceptions of teachers of these leadership practices, and to determine the correlation between these practices and students' academic success.

The population of the study contains O-level students, principals, and teachers, from 9 international school chains in Islamabad, including. A total of 437 students, 185 teachers, and 30 principals were part of the population. Using a simple random technique, a sample size of 343 students and 145 teachers was selected, while the principals were chosen through a census method.

The research was quantitative in nature. Meanwhile, the data were collected through close-ended questionnaires, which were divided into two sections: LPI-Observer for teachers and LPI-Self for principals, based on Kouzes and Posner's (2017) Leadership Practices Inventory (LPI) model. This model measures five exemplary leadership practices, including Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and Encouraging the Heart. To assess the reliability of the instruments, The research has calculated Cronbach's alpha of the LPI-Self which was (.862) and the LPI-Observer was (.923). Data were collected through personal visits by the researcher, phone calls, and emails sent by the researcher. For the analysis of quantitative data, descriptive statistics were applied through SPSS. Moreover, mean scores were calculated to represent exemplary leadership practices and teachers' perceptions. Percentages were used to analyze the practices, and for measuring

the effects of exemplary leadership practices on academic achievement, the independent sample t-test was conducted to identify differences between principals' and teachers' perceptions of the practices. Multiple regression analysis was also applied after scoring the responses of the principals. The collected data were analyzed using descriptive statistics to explore the relationship between principals' leadership practices and students' academic achievement.

5.2 Findings

The following findings were drawn from the collected and analyzed data of the study:

1. The majority of principals 56.7% had served for exactly three years at the same school, while 40.0% had served for more than three years. Only 3.3% had served for below three years (Table 4.1).
2. 56.7% of the principals held a PhD, 43.3% held a Master's degree, and none of the respondents reported having a Bachelor's degree as their highest level of education (Table 4.2).

Objective 1

3. It was found that principals in international schools effectively apply various exemplary leadership practices, based on mean scores. The mean score for inspiring a shared vision was 4.54, modeling the way was 4.52, encouraging the heart was 4.50, and enabling others to act was 4.46, all showing high levels of implementation. The highest mean score was 4.54 for inspiring a shared vision, making it the most dominant practice and the lowest mean score was 4.30 for enabling others to act (Table 4.3).
4. Teachers' perceptions of the principals' leadership practices were based on the mean scores of exemplary leadership practices, it was found that for modeling the way, the mean score was 4.40; for inspiring a shared vision, it was 4.44; for challenging the process, it was 4.52; for enabling others to act, it was 4.30; and for encouraging the heart, it was 4.43, the highest perception of the practices was for challenging the process, with

a mean of 4.52, while the lowest perception was for enabling others to act, with a mean of 4.30 (Table 4.4).

5. It was found that in the 'Modeling the Way' practice, 93.3% of principals agreed with the statement I model for my followers what I want from them. 96.7% of principals agreed with the statement I invest time and effort into ensuring that the followers I work with adhere to the standards and principles we have agreed on. 93.7% of principals agreed with the statement I keep my word and fulfill my commitments. 100% of principals agreed with the statement I get input from my followers about how my behavior impacts other people's performance. 96.7% of principals agreed with the statement I openly honor people who demonstrate a dedication to shared values. 100% of principals agreed with the statement I have a very clear leadership philosophy. The highest mean score was 4.63 for the statement I get input from my followers about how my behavior impacts other people's performance.(Table 4.5).
6. It was found that in the 'Inspiring a Shared Vision' practice, 96.3% of principals agreed with the statement, I explore future trends that will transform the way we work. 90% of principals agreed with the statement, I create an interesting image of what the future can be like. 90% of principals agreed with the statement, I encourage people to share an exciting future dream. 96.7% of principals agreed with the statement, I clearly show everyone how they may achieve their long-term goals by collaborating around the vision. 100% of principals agreed with the statement, I draw an image of what we want to accomplish. 100% of principals agreed with the statement, I discuss with sincerity the greater meaning and purpose of our job. The highest mean score was 4.63 for the statement, I draw an image of what we want to accomplish(Table 4.6) .
7. It was found that in the 'Challenging the Process' practice, 30% of principals agreed with the statement, I seek tough chances that will help me improve my skills and talents. 93.3% of principals agreed with the

statement, I inspire my followers to attempt new and unique ways to conduct their jobs. 96.7% of principals agreed with the statement, I look beyond the formal boundaries of my organization to find innovative ways to improve what we do. 96.6% of principals agreed with the statement I ask myself, “What can we learn from this when things don’t go as planned?” 96.7% of principals agreed with the statement, I make sure we have quantifiable milestones, clear strategies, and reasonable goals for our programs and initiatives. 100% of principals agreed with the statement, I take risks even if there is any possibility of failure. The highest mean score was 4.73 for the statement, I take risks even if there is any possibility of failure. (Table 4.7)

8. It was found that in the 'Enabling Others to Act' practice, 86.6% of principals agreed with the statement, I build collaborative relationships with the followers I work alongside. 90% of principals agreed with the statement, I listen to others' points of view actively. 96.7% of principals agreed with the statement, I deal with and treat others respectfully. 96.8% of principals agreed with the statement, I support the decisions my followers make independently. 93.3% of principals agreed with the statement, I ensure my followers consistently grow and develop in their roles by enhancing their skills and acquiring new ones. 90% of principals agreed with the statement, I provide freedom and flexibility for my followers to decide how they do the work. The highest mean score was 4.63 for the statement, I support the decisions my followers make independently (Table 4.8).
9. It was found that in the 'Encouraging the Heart' practice, 100% of principals agreed with the statement, I praise the well-done job. 100% of principals agreed with the statement, I trust my follower's abilities. 96.7% of principals agreed with the statement, I ensure to reward my followers for their work or contributions to successful projects. 100% of principals agreed with the statement, I publicly appreciate those who exemplify adherence to shared values. 96.7% of principals agreed with the statement, I find ways to celebrate achievements. 96.7% of

principals agreed with the statement, I show my followers support and appreciation for their contributions. The highest mean score was 4.57 for the statement; I publicly appreciate those who exemplify adherence to shared values (Table 4.9).

Objective 2

10. It was found that, in teachers' perceptions of the principal's 'Modeling the Way' practice, 89.1% of teachers agreed with the statement, 'My principal sets a personal example of what is expected of followers. 92.5% of teachers agreed with the statement, My principal is committed to overcoming obstacles, even when the outcomes are uncertain. 86.7% of teachers agreed with the statement, My principal is confident and clear about their leadership philosophy. 91.7% of teachers agreed with the statement, My principal follows through on promises and commitments they make. 85.8% of teachers agreed with the statement, My principal is contagiously enthusiastic and positive about future possibilities. 93.3% of teachers agreed with the statement, My principal drives progress one step at a time toward the goal. The highest mean score was 4.46 for the statement, My principal follows through on promises and commitments they make(Table 4.10).
11. It was found that in teachers' perceptions of the principal's 'Inspiring a Shared Vision' practice, 91.6% of teachers agreed with the statement, My principal discusses future trends that are likely to shape the way we work. Additionally, 90.9% of teachers agreed with the statement, My principal vividly describes a compelling vision of what our future could look like. 89.2% of teachers agreed with the statement, My principal encourages others to share and contribute to an inspiring vision of the future. 93.4% of teachers agreed with the statement, My principal demonstrates how aligning with a shared vision can serve the long-term interests of everyone involved. 92.5% of teachers agreed with the statement, My principal seeks challenging opportunities that push their skills and abilities to the limit. 89.1% of teachers agreed with the statement, My principal communicates with genuine confidence about

the higher purpose and significance of our work. The highest mean score was 4.48 for the statement, My principal encourages others to share and contribute to an inspiring vision of the future (Table 4.11).

12. It was found that in teachers' perceptions of the principal's 'Challenging the Process' practice, 97.5% of teachers agreed with the statement, My principal actively pursues opportunities that challenge their skills and abilities. Additionally, 92.5% of teachers agreed with the statement, My principal strives to find opportunities that push their skills and capabilities to new heights. 88.3% of teachers agreed with the statement, My principal explores beyond the formal limits of their organization to discover innovative ways to enhance our work. 92.5% of teachers agreed with the statement, My principal reflects on lessons to be learned when outcomes differ from expectations. 93.4% of teachers agreed with the statement, My principal ensures achievable goals are set, clear plans are developed, and measurable milestones are established for the projects and programs we undertake. 90.8% of teachers agreed with the statement, My principal embraces experimentation and takes calculated risks, even when failure is a possibility. The highest mean score was 4.62 for the statement; My principal actively pursues opportunities that challenge their skills and abilities (Table 4.12).
13. It was found that in teachers' perceptions of the principal's 'Enabling Others to Act' practice, 89.1% of teachers agreed with the statement, My principal builds cooperative relationships with the people they work alongside. Additionally, 86.6% of teachers agreed with the statement, My principal ensures that followers grow in their roles by acquiring new skills and enhancing their personal development. 70.8% of teachers agreed with the statement, My principal provides followers with significant freedom and flexibility in deciding how to approach their work. 85.8% of teachers agreed with the statement, My principal supports the independent decisions made by others. 90.5% of teachers agreed with the statement, My principal treats followers with dignity and respect. 81.7% of teachers agreed with the statement, My principal

actively listens to others' points of view. The highest mean score was 4.48 for the statement, my principal ensures that followers grow in their roles by acquiring new skills and enhancing their personal development(Table 4.13).

14. It was found that in teachers' perceptions of the principal's 'Encouraging the Heart' practice, 89.2% of teachers agreed with the statement, My principal acknowledges and praises followers for a job well done. Additionally, 90.8% of teachers agreed with the statement that my principal ensures to express confidence in followers' abilities and lets them know they are trusted. 75.8% of teachers agreed with the statement, my principal takes steps to creatively reward followers for their contributions to the success of projects. 91.6% of teachers agreed with the statement, my principal openly recognizes those who demonstrate a strong commitment to shared values. 86.2% of teachers agreed with the statement, My principal actively seeks opportunities to celebrate achievements. 84.2% of teachers agreed with the statement, My principal provides team members with plenty of appreciation and support for their efforts. The highest mean score was 4.51 for the statement; My principal provides team members with plenty of appreciation and support for their efforts (Table 4.14).

Objective 3

15. It was found that the principal's practice mean score for modeling the way was 4.52 was higher than the teacher's perception mean score of 4.40. Similarly, in inspiring a shared vision, the principal's practice mean score of 4.54 was higher than the teacher's perception score of 4.44. In challenging the process, the teacher's perception mean score of 4.52 was higher than the principal's practice mean score of 4.39. In enabling others to act, the principal's practice score of 4.46 was higher than the teacher's perception score of 4.30. Finally, in encouraging the heart, the principal's practice score of 4.50 was higher than the teacher's perception score of 4.43 (Table 4.15).

16. The t-test results showed no significant difference between the mean scores of principals' Modeling the Way Practices and teachers' perceptions of these practices ($t=0.087$, $p=0.931$). This indicated alignment between practice and perception, as teachers' perceptions accurately reflect the principals' actual practices. So, the null hypothesis was accepted (Table 4.16).
17. The t-test results showed no significant difference between the mean scores of principals' Inspired Shared Vision Practices and teachers' perceptions of these practices ($t=0.677$, $p=0.500$). This indicated alignment between practice and perception, as teachers' perceptions accurately reflect the principals' actual practices. So the null hypothesis was accepted (Table 4.17).
18. The t-test results showed no significant difference between the mean scores of principals' Challenging the Process practices and teachers' perceptions of these practices ($t=0.314$, $p=0.754$). This indicated alignment between practice and perception, as teachers' perceptions accurately reflect the principals' actual practices. So, the null hypothesis was accepted (Table 4.18).
19. The t-test results showed no significant difference between the mean scores of principals' Enabling others to Act practices and teachers' perceptions of these practices ($t=0.28$, $p=0.77$). This indicated alignment between practice and perception, as teachers' perceptions accurately reflect the principals' actual practices. So, the null hypothesis was accepted (Table 4.19).
20. The t-test results showed no significant difference between the mean scores of principals' Encouraging the Heart practices and teachers' perceptions of these practices ($t=1.305$, $p=0.194$). This indicated alignment between practice and perception, as teachers' perceptions accurately reflect the principals' actual practices. So, the null hypothesis was accepted (Table 4.20).

Objective 4

21. The finding indicated an effect between the variables, with an R-value of .621, suggesting a prediction of student academic achievement. The R^2 value of .385 showed that the model could explain 38.5% of the variance in student academic achievement (Table 4.21).
22. ANOVA of the regression model showed that there is a significant effect of exemplary leadership practices on student academic achievement and predicts student academic achievement where the p -value is 0.04, which is less than the significance level ($p < 0.05$). The null hypothesis is rejected, based on (Table 4.22).
23. The coefficient summary of regression indicates that exemplary leadership practices positively predict student academic achievement, except for encouraging the heart and enabling others to act. However, the results are significant only for encouraging the heart leadership practice. Other practices, such as inspiring a shared vision, modeling the way, and challenging the process, also positively predict student academic achievement, but their results are not significant. Among these practices, inspiring a shared vision is the strongest predictor of student academic achievement, while enabling others to act is the weakest predictor (Table 4.23).

5.3 Discussion

This research study was designed to find out the effect of exemplary leadership practices of principals on the academic achievement of O-Level students in international schools. The study emphasized two variables: exemplary leadership practices and students' academic achievement. While extensive literature and various research studies have explored these two variables, they often address different contexts.

According to this study, principals who successfully apply exemplary leadership practices in international schools understand their values and are eager to put them into practice. In the current study, inspiring a shared vision emerged as the most significant and popular leadership technique. Prominent leaders foresee future

demands and empower others to carry them out. These results are consistent with Uzoechina and Oguegbu (2015), who observed that secondary school principals valued their excellent leadership practices as assessed by the Kouzes and Posner Leadership Inventory. In a similar vein, Salleh and Khalid (2018) highlighted that successful schooling depends on exemplary leadership in an educational setting.

Kouzes and Posner (2013) emphasized that leaders engaging more frequently in the Five Practices of Exemplary Leadership are significantly more effective in fostering involvement, reducing dropout rates, and promoting better student outcomes. Miftahurrohman et al. (2021) also highlighted the significant impact of these practices, particularly in enabling team achievements and fostering innovation.

The t-test results for each of the five leadership practices based on Kouzes and Posner's model showed a significant alignment between the perceptions of teachers and the actual leadership practices of principals. This alignment is a result of increased cooperation, trust, and communication within the school. Similar to this, Floyd (1999) found no discernible differences between the observations of teachers and the self-perceptions of principals, indicating a shared understanding of leadership practices. Nonetheless, a few studies noted that these practices were moderately implemented. Due to their limited familiarity with the framework, teachers in Jordanian schools viewed Kouzes and Posner's Leadership Model as being moderately practiced, according to Omari (2008). According to Abu-Tineh, Khasawneh, and Al-Omari (2009), Jordanian schools only used these practices moderately, which they attributed to a lack of awareness.

While this study demonstrated that principals and teachers had similar perceptions, other studies produced different findings. There were significant differences, with principals rating themselves higher than teachers (Tatlah et al., 2014). This discrepancy raises the possibility of biases in self-evaluations and is commonly attributed to the Halo Effect. Dixon (2014) also highlighted leaders' inflated self-assessments, underscoring the need for more objective evaluation methods. Pringle (2004) asserts that there is often a significant discrepancy between the opinions of subordinates and the self-evaluations of leaders. This discrepancy may be a result of

biases or differing perspectives in the educational environment. These findings demonstrate how important it is to combine qualitative and quantitative data to gain a deeper understanding of leadership strategies.

According to the results, "Inspiring a Shared Vision" was the best indicator of successful outcomes, and excellent leadership practices significantly boosted student achievement. "Encouraging the Heart" and other practices had a significant impact, but "Enabling Others to Act" had less predictive power. These findings highlight the vital role that leadership plays in fostering an inspiring learning atmosphere. According to Buchheit (2019), integrating transformational and instructional leadership practices effectively closes achievement gaps, particularly for students from low-income families. Also, Andrews (2024) discovered that student achievement was greatly impacted by leadership, especially in the early grades. Goewey (2012) and West Virginia Public Schools, on the other hand, found no connection between the leadership styles of principals and the academic success of their students in reading and math, suggesting that there are other components at play.

5.4 Conclusions

The following conclusions were drawn according to the findings of the study;

1. It is concluded that the five exemplary leadership practices (modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart) were consistently implemented by principals and vice principals in International Schools(Objective 1).
2. It is concluded that teachers perceived their principals as demonstrating exemplary leadership practices effectively, with the highest perception being for challenging the process. This indicates that teachers recognize and value principals' efforts to encourage innovation and improvement (Objective 2).
3. It is concluded that the exemplary leadership practices showed no significant difference in perceptions between the principals and teachers, which reflects consensus between principals and teachers regarding the

implementation of these leadership practices and highlights a clear understanding of leadership practices within the educational context (Objective 3).

4. It is concluded that all exemplary leadership practices, as a whole, have a statistically significant impact on student academic achievement (Objective 4).
5. It is concluded that among the individual practices, only Encouraging the Heart had a statistically significant relationship, but its effect on student achievement was negative (Objective 4).
6. It is concluded that all leadership practices, except Encouraging the Heart, showed a positive relationship with student academic achievement, but these relationships were not statistically significant (Objective 4).

5.5 Recommendations

According to the findings and conclusions, the following recommendations were formulated:

1. Principals generally demonstrate strong implementation of exemplary leadership practices. However, “Enabling Others to Act” was the lowest practice, highlighting the need for improvement in supporting fostering stronger collaboration. It is recommended that principals may establish teacher leadership roles and assign teachers to lead initiatives such as curriculum development, mentorship programs. Principals may create a teacher advisory council that discusses school policies, instructional strategies, and improvement plans with teachers.
2. “Encouraging The Heart” effect was negative on student academic achievement. So, it is recommended that schools foster a supportive and emotionally nurturing environment for both students and staff by establishing a recognition program where teachers are acknowledged for their contributions, such as ‘Teacher of the Month’ or by celebrating student and staff achievements through school-wide announcements, newsletters, or

social media posts, which may contribute to sustained engagement and academic success.

3. "Enabling Others to Act" was identified as the weakest practice, suggesting a need for improvement in supporting staff development and fostering greater autonomy. So, it is recommended that principals may enhance this area by offering professional development opportunities, creating mentorship programs, and fostering a culture of collaboration and shared decision-making. By allowing teachers to lead small projects or initiatives, such as organizing school events, Involving teachers in decision-making processes through discussions on school policies and improvements and providing teachers with flexibility in classroom management by allowing them to choose teaching methods or assessment tools that align with their strengths and students' needs may further support this goal.
4. The findings indicated that "Enabling others to Act" was the weakest predictor of student academic achievement, reflecting insufficient efforts by principals in fostering teacher collaboration, skill development, and empowerment, which may indirectly hinder student success. It is recommended that principals may prioritize providing structured professional development tailored to individual teacher needs, create mentorship programs pairing experienced and novice teachers, and implement systems allowing teachers greater autonomy in classroom decision-making. Regular professional development sessions focused on collaborative teaching strategies, measurable goal-setting and periodic feedback meetings can ensure alignment with student success objectives.

5.6 Recommendations for Future Research

Future recommendations were made to further explore the concept of exemplary leadership practices;

1. This study was quantitative in nature, so it is recommended to include qualitative methods to gain further insights from leadership practices of principals.

2. The data of this study were collected from O-level students and International Schools. So, it is recommended that future studies be conducted in different levels of education and different types of schools on exemplary leadership practices.
3. This study focused on principals' practices and teachers' perceptions without interfering with any demographic variables, so it is recommended to investigate additional variables influencing student achievement and their interaction with principals' leadership practices, like school size, culture, and parents' perceptions or other variables, to produce more comprehensive results.
4. This study used one educational year record of 2023. So, it is recommended to implement longitudinal studies to explore the long-term relationship between leadership practices and student achievement.

5.7 Limitations of Study

The following limitations and challenges were encountered during data collection, which impacted both the duration of the study and its results:

1. The study sample included international schools. It is observed that schools were biased regarding sharing the original results of students. As it is also a self-perception of the principal's practices, which might be biased.
2. The process of data collection was significantly impacted by several challenges. There were delays in obtaining the necessary data from schools, which affected adherence to deadlines.
3. Limited cooperation from some school administrators and teachers further hinders the collection process.
4. Strict institutional policies regarding access to school and student data also required formal permissions, causing further delays and complicating the process of acquiring the required information.

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APPENDIX A

QUESTIONNAIRE FOR PRINCIPAL IN INTERNATIONAL SCHOOLS

School Name _____

Demographic Factors

Qualification: (Bachelor, Master, PhD)

Years of service: (<3, 3, >3).

Instruction: You are requested to kindly respond to this questionnaire in a way that shows how you generally look, feel and think. Each statement has five options ranging from 1 to 5. You are supposed to mark one of the options for each statement according to your degree of agreement or disagreement. Your cooperation is required to complete this questionnaire. Your responses will be kept confidential. Thanks for your cooperation.

Scoring key: Strongly Disagree (SDA)=1, Disagree (DA)=2, Neutral(N)=3, Agree (A)=4. Strongly Agree (SA) = 5 Core of Exemplary Leadership Domains (SELF).

| No | Items | SDA | DA | N | A | SA |
|-----------------------|---|-----|----|---|---|----|
| Models the Way | | | | | | |
| 1 | I model for my followers what I want from them. | | | | | |
| 2 | I invest time and effort to ensure that the followers adhere to the standards and principles we have agreed on. | | | | | |
| 3 | I keep my word and fulfill my commitments. | | | | | |
| 4 | I get feedback from my followers about how my behavior impacts other people's performance. | | | | | |
| 5 | I openly honor people who demonstrate a dedication to shared values. | | | | | |

| | | | | | | |
|---------------------------------|---|--|--|--|--|--|
| 6 | I have a clear leadership philosophy. | | | | | |
| Inspires a Shared Vision | | | | | | |
| 7 | I explore future trends that will transform the way we work. | | | | | |
| 8 | I create an interesting image of what the future can be like. | | | | | |
| 9 | I encourage people to share an exciting future dream. | | | | | |
| 10 | I show everyone how they may achieve their long-term goals by collaborating on the vision. | | | | | |
| 11 | I draw an image of what we want to accomplish. | | | | | |
| 12 | I discuss sincerely about the greater meaning and purpose of our job. | | | | | |
| Challenge the Process | | | | | | |
| 13 | I seek challenging opportunities that will help me improve my skills and talents | | | | | |
| 14 | I inspire my followers to explore new and unique ways to perform their jobs | | | | | |
| 15 | I look beyond the official boundaries of my company for innovative approaches to improve our work. | | | | | |
| 16 | I ask myself, "What can we learn from this when things don't go as planned?" | | | | | |
| 17 | I make sure we have quantifiable milestones, clear strategies, and reasonable goals for our programs and initiatives. | | | | | |
| 18 | I take risks even if there is a possibility of failure. | | | | | |
| Enable Others to Act | | | | | | |
| 19 | I build collaborative relationships with the team members I work with. | | | | | |
| 20 | I actively listen to and consider others' perspectives. | | | | | |
| 21 | I interact with others respectfully and treat them with dignity. | | | | | |
| 22 | I actively support and align with decisions made in | | | | | |

| | | | | | | |
|-----------------------------|--|--|--|--|--|--|
| | collaboration with my team. | | | | | |
| 23 | I ensure that my team members consistently grow in their roles by enhancing their existing skills and developing new ones. | | | | | |
| 24 | I provide my team members with the freedom and flexibility to determine how they approach their work. | | | | | |
| Encourages the Heart | | | | | | |
| 25 | I praise well-done work. | | | | | |
| 26 | I trust my followers' abilities. | | | | | |
| 27 | I ensure that I reward my followers for their work or contributions to successful projects. | | | | | |
| 28 | I publicly appreciate those who demonstrate adherence to shared values. | | | | | |
| 29 | I find ways to celebrate accomplishments. | | | | | |
| 30 | I show my followers support and appreciation for their contributions. | | | | | |

APPENDIX B

QUESTIONNAIRE FOR TEACHERS IN INTERNATIONAL SCHOOLS

School Name _____

Demographic Factors

Qualification: (Bachelor, Master, PhD)

Years of service: (<3, 3, >3).

Instruction: You are requested to kindly respond to this questionnaire in a way that shows how you generally look, feel, and think. Each statement has five options ranging from 1 to 5. You are supposed to mark one of the options for each statement according to your degree of agreement or disagreement. Your cooperation is required to complete this questionnaire. Your responses will be kept confidential. Thanks for your cooperation.

Scoring key: Strongly Disagree (SDA)=1, Disagree (DA)=2, Neutral(N)=3, Agree (A)=4. Strongly Agree (SA) = 5 Core of Exemplary Leadership Domains (SELF).

| No | Items | SDA | DA | N | A | SA |
|-----------------------|---|-----|----|---|---|----|
| Models the Way | | | | | | |
| 1 | My principal sets a personal example of what is expected of followers. | | | | | |
| 2 | My principal is committed to overcoming obstacles even when the outcomes are uncertain. | | | | | |
| 3 | My principal is confident and clear about their leadership philosophy. | | | | | |
| 4 | My principal follows through on promises and commitments they make. | | | | | |
| 5 | My principal is contagiously enthusiastic and positive about future possibilities. | | | | | |
| 6 | My principal drives progress one step at a time toward the goal. | | | | | |

| Inspires a Shared Vision | | | | | |
|---------------------------------|---|--|--|--|--|
| 7 | My principal discusses future trends that are likely to shape the way we work. | | | | |
| 8 | My principal vividly describes a compelling vision of what our future could look like. | | | | |
| 9 | My principal encourages others to share and contribute to an inspiring vision of the future. | | | | |
| 10 | My principal demonstrates how aligning with a shared vision can serve the long-term interests of everyone involved. | | | | |
| 11 | My principal seeks challenging opportunities that push their skills and abilities to the limit. | | | | |
| 12 | My principal communicates with genuine confidence about the higher purpose and significance of our work. | | | | |
| Challenge the Process | | | | | |
| 13 | My principal pursues out chances that assess their understanding and competence. | | | | |
| 14 | My principal strives to find opportunities that push their skills and capabilities to new heights. | | | | |
| 15 | My principal explores beyond the formal limits of their organization to discover innovative ways to enhance our work. | | | | |
| 16 | My principal reflects on lessons to be learned when outcomes differ from expectations. | | | | |
| 17 | My principal ensures achievable goals are set, clear plans are developed, and measurable milestones are established for the projects and programs we undertake. | | | | |
| 18 | My principal embraces experimentation and takes calculated risks, even when failure is a possibility. | | | | |
| Enables Others to Act | | | | | |
| 19 | My principal pursues opportunities that assess their | | | | |

| | | | | | | |
|-----------------------------|---|--|--|--|--|--|
| | understanding and competence | | | | | |
| 20 | My principal strives to find opportunities that push their skills and capabilities to new heights | | | | | |
| 21 | My principal explores beyond the established boundaries of their organization to discover innovative ways to enhance our work | | | | | |
| 22 | My principal reflects on lessons to be learned when outcomes differ from expectations | | | | | |
| 23 | My principal ensures achievable goals are set, clear plans are developed, and measurable milestones are established, for the projects and programs we undertake | | | | | |
| 24 | My principal embraces experimentation and takes calculated risks even when failure is a possibility | | | | | |
| Encourages the Heart | | | | | | |
| 25 | My principal acknowledges and praises followers for a job well done. | | | | | |
| 26 | My principal expresses confidence in followers' abilities and ensures they feel trusted. | | | | | |
| 27 | My principal creatively rewards followers for their contributions to the success of projects. | | | | | |
| 28 | My principal openly recognises individuals who demonstrate a strong commitment to shared values. | | | | | |
| 29 | My principal actively seeks opportunities to celebrate achievements. | | | | | |
| 30 | My principal provides team members with ample appreciation and support for their efforts. | | | | | |

APPENDIX-C

**INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD – PAKISTAN
FACULTY OF EDUCATION**

P.O. Box No. 1243 Telegram ALJAMIA Telex.54068 IIU PK, Tel: 9019841

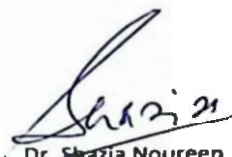
No. IIUI/FOE-ELM/ -2023-

03/04/ 2023

TO WHOM IT MAY CONCERN

Ms Hadeel Registration # 441-FSS/MSEDU/F21 is student of MS Education in Department of Education: International Islamic University, Islamabad. Currently she is working on her thesis for research. For this she needs to collect data from your respected organization

You are requested to kindly facilitate her in data collection.



Dr. Shazia Noureen
Incharge academics advisor /Supervisor
Department of Education
International Islamic University
Islamabad

DR. SHAZIA NAUREEN
INCHARGE ACADEMIC AFFAIRS
Dept. Educational Leadership & Management
Faculty of Education

APPENDIX-D

The participating school chains were:

| N | International School Chain Name |
|---|---------------------------------------|
| 1 | Roots International Schools |
| 2 | Pak-Turk Maarif International Schools |
| 3 | Nurture International School |
| 4 | The City School |
| 5 | Royal International School |
| 6 | A S A S |
| 7 | Shaikh Zayed International School |
| 8 | Beaconhouse International School |
| 9 | Froebel's International School |

APPENDIX-E

L. R. Gay SAMPLE TABLE

Table for Determining Sample Size from a Given Population

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

N is population size.
S is sample size.