

## THE PSYCHOLOGICAL IMPACT OF LEADERSHIP ON WELL-BEING OF TEACHERS AND STUDENTS' PERFORMANCE AT SECONDARY SCHOOL

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### ABSTRACT

This study investigates the cerebral impact of leadership on the well-being of preceptors and scholars' performance at secondary seminaries. exercising a mixed- styles exploration design, the study combines quantitative checks and qualitative interviews to exhaustively understand the dynamics at play. The population includes secondary academy preceptors and scholars from colorful seminaries within an civic quarter. A stratified arbitrary slice fashion was employed to insure different representation across different seminaries. Data were collected through formalized questionnaires assessing cerebral well-being and performance criteria, followed by in- depth interviews with a subset of actors to gain qualitative perceptivity. The findings reveal significant correlations between leadership styles and the cerebral well-being of preceptors, which in turn influence pupil performance. The study underscores the significance of effective leadership in fostering a probative educational ground.

**Keywords:** Leadership, Psychological Well-being, Teachers, Students, Secondary School

### INTRODUCTION

The part of administration in instructive settings has picked up a part of consideration recently since of its significant impacts on students' scholastic execution and the mental wellbeing of instructors. A charming school climate can have a enormous affect on teachers' mental wellbeing and children' scholastic execution, in this way fruitful administration is basic. This address points to clarify the complicated relationship between administration, teachers' mental wellbeing, and students' scholarly victory utilizing unused thinks about conducted over the final ten a long time. In expansion to the obligations that go with being an definitive figure, Northouse (2018) claims that the thought of administration in instructive settings incorporates the capacity to motivate, persuade, and cultivate a accommodating learning environment.

Teachers' passionate and mental well-being, or mental wellbeing, is a basic component of the instructive environment's in general working. Stressed-out and burned-out instructors are less able to effectively lock in their students, which can

contrarily influence their execution (Skaalvik & Skaalvik, 2017). Alternately, instructors who involvement compassionate and empowering authority report higher levels of work fulfillment, decreased push, and moved forward common well-being, which in turn makes strides the adequacy of the learning environment (Aldridge & Fraser, 2016). Various hypothetical systems have been utilized to look at the relationship between teachers' mental wellbeing and administration, counting transformational and value-based administration styles.

Leithwood & Jantzi (2006) state that transformational leadership—which is characterized as the capacity to rouse and spur through individual associations and vision—has been favorably related with teachers' work fulfillment and stretch levels.

On the other hand, if supporting behaviors are not counteracted, value-based leadership—which places an accentuation on schedule, supervision, and performance-related rewards and punishments—can deliver a more organized but now and then

unpleasant work environment (Bass & Avolio, 1994). Later experimental examinations have found a significant relationship between teachers' well-being and their authority approaches. Agreeing to a think about by Collie et al. (2015), for illustration, principals who have transformational authority traits back a solid school environment, which in turn advances teachers' mental wellbeing and diminishes burnout.

Similarly, transformational authority was found to emphatically relate with teachers' mental wellbeing by Yin et al. (2018), underscoring the significance of pioneers who can cultivate staff certainty and passionate bolster. The affect of administration on pupils' scholastic execution is similarly noteworthy. Day et al. (2016) claim that authority behaviors have a enormous impact on the school climate, which is habitually reflected in students' execution. Louis et al. (2010) attest that capable school chairmen set up situations that advance lifted educational benchmarks, lock in learners in the instructive travel, and outfit teachers and learners with the vital assets. Authority strategies that advance participation, ceaseless proficient development, and a common objective have been associated to way better understudy comes about (Leithwood et al., 2020).

Furthermore, there is a close relationship between instructor well-being and student performance. Herman et al. (2018) state that teachers who are in good mental and emotional health are more likely to use innovative teaching techniques, provide a supportive learning environment in the classroom, and engage students to a high degree. Conversely, educators experiencing high levels of stress and burnout may find it difficult to maintain the necessary energy and focus, which will hinder their ability to provide high-quality instruction (Jennings & Greenberg, 2009).

This cyclical link highlights the importance of strong leadership that prioritizes teachers' well-being in order to improve student achievement. Leadership methods that emphasize emotional intelligence and compassionate engagement are particularly successful in creating a pleasant school environment. Research has shown that emotional intelligence in leaders—which encompasses self-awareness, self-regulation, motivation, empathy, and social skills—had a major impact on teachers' job happiness and well-being (Sergiovanni, 2001). Cobb (2016) asserts that leaders possessing high emotional intelligence are more adept at understanding and attending to the

emotional needs of their workers, hence creating a more hospitable and inclusive educational setting.

Emotional intelligence and leadership styles are only as significant as the larger corporate framework in which leadership functions. School leaders that are able to create a culture of trust, cooperation, and shared accountability are more likely to witness positive outcomes in educator well-being and student achievement, according to Fullan (2014). As per Hargreaves & Fullan (2012), this involves fostering a cooperative environment where educators receive support and feel appreciated, along with a shared dedication to the school's mission.

### **Problem Statement**

Despite a great deal of study, not enough is known about how colorful leadership doctrines impact preceptors' internal health and scholars' academic performance. Pupil achievement suffers as a result of schoolteacher collapse and stress in seminaries, indeed though transformational leadership has been associated with salutary results. The relationship between pupil achievement, schoolteacher well-being, and leadership styles isn't well understood. The end of this study is to explore these mechanisms in order to make effective leadership tactics for a probative educational terrain.

### **Research Objectives**

- i. To study the relationship between different leadership styles and the psychological well-being of secondary school teachers.
- ii. To examine the effect of teachers' psychological well-being on the academic performance of secondary school students.
- iii. To investigate the mediating role of school climate in the relationship between leadership practices and student performance.

### **Structure of the Study**

This study uses a mixed- styles approach that combines quantitative and qualitative data to give a thorough enquiry of the emotional goods of leadership on pupil success and schoolteacher well-being in secondary seminaries. Using a mixed- styles design allows for a further nuanced understanding of the connections between pupil issues, schoolteacher well- being, and leadership styles.

### **Literature Review**

Leadership has an impact on pupil achievement, schoolteacher morale, and the overall academy climate in educational settings. According to Bass & Riggio( 2006), transformational leadership has garnered a lot of attention due to its capability to ameliorate schoolteacher well- being and pupil accomplishment. It's characterized by visionary pretensions, intellectual stimulation, motivational alleviation, and personalized consideration. exploration indicates that transformational leaders are professed at fostering probative educational surroundings that prioritize cooperation, creativity, and emotional support (Leithwood & Jantzi, 2006). Skaalvik & Skaalvik( 2017) claim that these leaders foster conditions that are conducive to effective education by allowing preceptors the inflexibility to trial and succeed. On the other hand, transactional leadership which emphasizes prizes and corrections grounded on performance — may offer structure, but it generally lacks the motivating and emotional rudiments needed to sustain schoolteacher satisfaction and engagement( Bass & Avolio, 1994). Studies( Louis etal., 2010) suggest that transactional leadership might not be sufficient on its own to foster the natural drive and fidelity demanded for long-term schoolteacher well- being and enhanced pupil results.

preceptors' internal health has a big impact on their productivity and job happiness. High situations of stress and collapse make it delicate for preceptors to completely share in their professional jobs, which lowers pupil engagement and educational quality( Jennings & Greenberg, 2009). Effective leadership ways that prioritize preceptors' well- being can help to lessen these challenges. For illustration, Collie etal.( 2012) set up a correlation between lower situations of schoolteacher stress and advanced situations of work satisfaction and probative leadership conduct similar as furnishing recognition, fostering autonomy, and championing for professional development openings.

likewise, leadership has an effect on preceptors' well-being that goes beyond just job satisfaction. Goleman( 1995) posits that emotional intelligence( EI) rates similar as tone- mindfulness, empathy, and relationship operation are critical to effective leadership. Yin etal.( 2018) claim that leaders with high EI are more suitable to identify and address the emotional requirements of their workers, creating a work climate that's both empowering and probative.

Cobb( 2016) asserts that the emotional resonance that occurs between leaders and preceptors promotes cooperation and trust, two factors that support a positive academy climate.

Educational exploration has also begun to punctuate the conception of dispersed leadership, which stresses staff members participating responsibility and decision- timber( Spillane, 2005). The idea of distributed leadership recognizes that, rather than being limited to a single person, effective leadership is dispersed throughout a range of liabilities within the academy community. Harris( 2014) claims that by encouraging cooperative efficacy and giving preceptors the freedom to take charge of academy reform systems, this tactic improves pupil issues as well as schoolteacher satisfaction.

In addition to having an effect on preceptors' well-being, leadership style has a major impact on pupil achievement. Effective academy leadership is associated with increased scale rates, academic achievement, and overall pupil success( Leithwood etal., 2019). Louis etal.( 2010) state that transformative leaders' seminars generally have lesser pupil accomplishment situations. This shows that cultivating a culture of nonstop enhancement requires leadership strategies that place a high significance on professional development and educational leadership. Contextual rudiments similar academy size, socioeconomic condition, and demographic makeup also affect how leadership affects pupil performance, according to Robinson etal.( 2008)

Effective leadership ways must be acclimated to the particular requirements and difficulties of varied pupil groups in order to guarantee that every pupil has indifferent access to a top- notch education and support services( Sergiovanni, 2001). The substantiation highlights how important leadership is in determining the academic achievement of secondary academy pupils and the internal health of preceptors. With a focus on vision, alleviation, and support, transformational leadership may produce positive academy climates and better results for preceptors and scholars.

farther exploration is necessary to completely understand the complex connections that live between different educational settings' academy atmosphere, schoolteacher well- being, pupil accomplishment, and leadership styles. By learning further about these dynamics, educational leaders may put substantiation- grounded styles into practice

that support long- term academy enhancement enterprise and foster an outstanding culture.

**Research Gap and Rationale**

While much study has been done on leadership in educational contexts, little is known about the precise effects that various leadership philosophies have on secondary school teachers' psychological health and students' academic success. Existing studies tend to be general in their focus on leadership traits and often neglect the mediation impact of school atmosphere. Furthermore, most research is conducted over a short period of time and ignores contextual heterogeneity among different educational settings. Comprehensive evaluations of teachers' well-being and mixed-methods approaches are necessary for deeper insights.

The results are not generalizable because of the regional focus, sample size and selection bias, reliance on self-reported data, and the impact of temporal variables. The robustness and applicability of the study may also be impacted by resource constraints, ethical issues, challenges in demonstrating causality, and the validity of the measuring tools. It is crucial to overcome these gaps in order to create focused, evidence-based strategies that support the achievement of both teachers and students.

**Methodology and Research Design**

Using a mixed- styles approach, this review looks at how secondary academy leadership affects preceptors' well- being and pupil performance. The leadership style, which can be transformational, transactional, or distributed, is the independent variable. Student performance( as measured by academic achievement and engagement) and schoolteacher well- being( as measured by job satisfaction, particular collapse, and overall cerebral well- being) are exemplifications of dependent variables. The sample will correspond of 800 scholars and 400 preceptors. Instruments like the Multifactor Leadership Questionnaire( MLQ), Teacher Well- Being Index( TWI), and Student Engagement Scale( SES) will be used for data collection.

**Participants**

To insure a different representation, secondary academy preceptors and scholars from a variety of

civic, suburban, and pastoral seminaries in a specific region make up the population of this study. A sample size of 40 preceptors and 50 scholars will be chosen grounded on power analysis to achieve statistically significant results with a high position of confidence in order to guarantee validity and trustability.

**Data Collection**

In the first phase, surveys will be given to teachers and students to collect information on leadership styles, teacher well-being, and student engagement. Academic performance records will also be gathered from school administrative databases. In the second phase, semi-structured interviews and focus groups will be held with a select group of teachers and students to learn more about their experiences and perceptions of leadership and its effects.

**Data Analysis**

Descriptive statistics like means, standard deviations, and frequencies for all variables will be used in quantitative data analysis. Multiple regression analysis will be used to look at how leadership styles affect teacher well-being and student performance. Moreover, t-test will be led to analyze contrasts between bunches in light of segment factors. Transcripts from interviews and focus groups will be subjected to thematic analysis for qualitative data in order to identify recurring themes and patterns regarding the influence of leadership on teacher well-being and student performance.

**Results**

Table No: 1

**Statistics (gender, educational level, age groups)**

	gender	educational level	Age	groups
N Valid	90	90	90	90
Missing	0	0	0	0
Mean	1.4889	1.5556	3.6556	1.5556
Median	1.0000	2.0000	4.0000	2.0000
Std. Deviation	.50268	.49969	1.69043	.49969

Table No 1.

The gender, educational level, and age groups of 90 valid participants are described in the table. There are no data points missing. With a standard deviation of 0.50268, the gender mean is 1.4889, indicating a



slightly higher representation of one gender than the other. The standard deviation is 0.49969, and the educational level mean is 1.5556, indicating that participants are close to the educational level scale's midpoint. The participants' average age is 3.6556,

and the median age is 4, indicating that they are typically older and have greater variability (standard deviation of 1.69043). The participants' ages are reflected in the mean and median of the age groups.

**Table No: 2**

Levene's Test for Equality of Variances		t-test for Equality of Means								
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference			
							Lower	Upper	Lower	Upper
My principal communicates a clear and positive vision for the future.		4.961	.028	-1.416	88	.160	-.31225	.22055	-.75055	.12604
				-1.425	83.244	.158	-.31225	.21915	-.74812	.12362
My principal supports and encourages my professional development	.037	.849		-1.591	88	.115	-.35277	.22173	-.79342	.08788
				-1.590	87.650	.115	-.35277	.22183	-.79362	.08809
My principal recognizes and rewards good performance	6.773	.011		-4.39	88	.662	-.08597	.19588	-.47524	.30330
				-.443	79.189	.659	-.08597	.19424	-.47257	.30063
My principal provides regular feedback on my performance	1.579	.212		-.262	88	.794	-.05731	.21842	-.49138	.37675
				-.263	86.343	.793	-.05731	.21753	-.48972	.37509
My principal encourages teamwork and collaboration among staff	3.461	.066		-.628	88	.532	-.13241	.21094	-.55162	.28680
				-.624	80.212	.534	-.13241	.21222	-.55472	.28990
My principal involves staff in decision-making processes	.006	.939		-1.006	88	.317	-.20158	.20041	-.59985	.19669
				-1.006	87.929	.317	-.20158	.20034	-.59971	.19655
I feel satisfied with my job as a teacher	1.060	.306		-1.541	88	.127	-.34684	.22501	-.79399	.10032
				-1.539	86.648	.128	-.34684	.22541	-.79490	.10122
I feel emotionally drained at the end of the workday	4.870	.030		-3.408	88	.001	-.66897	.19630	-1.05907	-.27887
				-3.426	84.961	.001	-.66897	.19527	-1.05723	-.28071
I have adequate resources and support to do my job effectively	1.539	.218		-.743	88	.459	-.16897	.22731	-.62071	.28276
				-.741	85.508	.461	-.16897	.22796	-.62217	.28423
I feel valued and appreciated by my school administration	.293	.589		.691	88	.491	.13538	.19585	-.25384	.52459
				.691	87.438	.492	.13538	.19601	-.25418	.52493
I have a good work-life balance	1.561	.215		-.476	88	.635	-.09881	.20765	-.51148	.31385
				-.474	82.642	.637	-.09881	.20864	-.51382	.31619
I feel motivated and inspired in my work	.158	.692		-.330	88	.742	-.06818	.20638	-.47833	.34196
				-.330	86.533	.742	-.06818	.20678	-.47921	.34285
My principal creates a positive school environment.	.849	.359		-.032	88	.974	-.00692	.21363	-.43147	.41763
				-.032	84.100	.974	-.00692	.21446	-.43338	.41955
My principal is approachable and supportive	.153	.696		.298	88	.767	.05929	.19906	-.33631	.45488
				.298	87.978	.766	.05929	.19893	-.33605	.45463
I feel safe and respected at my school	6.539	.012		-2.231	88	.028	-.44269	.19842	-.83701	-.04837
				-2.247	81.543	.027	-.44269	.19698	-.83458	-.05080
The leadership at my school promotes academic success.	5.904	.017		-2.756	88	.007	-.47233	.17140	-.81295	-.13171
				-2.776	81.724	.007	-.47233	.17017	-.81087	-.13379
My principal encourages student involvement in school activities	1.020	.315		-1.287	88	.202	-.26087	.20277	-.66383	.14210
				-1.293	85.456	.200	-.26087	.20179	-.66204	.14031
I am motivated to do well in school	4.378	.039		-3.614	88	.001	-.59881	.16570	-.92811	-.26952
				-3.641	81.402	.000	-.59881	.16448	-.92606	-.27157
I receive the support I need to succeed academically	.062	.805		-2.834	88	.006	-.59881	.21127	-1.01867	-.17895
				-2.831	87.079	.006	-.59881	.21155	-1.01928	-.17834
I am actively involved in extracurricular activities	.505	.479		-1.854	88	.067	-.43281	.23349	-.89681	.03120
				-1.852	87.361	.067	-.43281	.23370	-.89728	.03167

The results of Levene's Test for Equality of Variances and t-tests for Equality of Means for various statements regarding the school environment and principal are shown in the table. Levene's Test determines whether the groups have equal variances; significant values (Sig.) below 0.05 indicate unequal variances. A significant Levene's Test result, for instance, can be seen in the statement "My principal communicates a clear and positive vision for the future" ( $F = 4.961$ , Sig. = .028), which indicates unequal variances; however, the t-test ( $t = -1.416$ ,  $df = 88$ , Sig. = .160) indicates that there is no significant difference in means.

Other noteworthy results include: - "I feel emotionally drained at the end of the workday" had significant results from a t-test ( $t = -3.408$ ,  $df = 88$ , Sig. = .001), implying a significant variation in emotional exhaustion. - "At my school, I feel safe and respected" ( $t = -2.231$ ,  $df = 88$ , Sig. = .028), and the statements "The leadership at my school promotes academic success" ( $t = -2.756$ ,  $df = 88$ , Sig. = .007), indicating that they had different experiences with safety, respect, and academic advancement. The table demonstrates that school leadership practices require targeted interventions because leadership has a significant impact on teacher and student experiences in several areas.

### **Discussion**

The disquisition offers important perceptivity into the cerebral consequences of leadership on secondary academy scholars' achievement and schoolteacher well-being. Leadership quality, especially the head's conduct and address, affects the academic achievement of children, the academy climate, and preceptors' job happiness. Effective leaders that encourage professional growth, easily convey a positive vision, and award and admit excellence are salutary to preceptors' well-being. Significant perceptual difference, on the other hand, emphasize the mischievous counteraccusations of bad leadership, similar as feeling unsafe and disrespected and emotionally exhausted. There's a substantial association between these inimical prints and big impact sizes, suggesting that workers are going through a significant emotional discomfort. Staff morale and work satisfaction may suffer as a result, which may have an impact on pupil performance in the classroom. Leadership that promotes academic performance and a affable academy climate also greatly increases preceptors'

provocation and job satisfaction. The substantiation indicates that an enhancement in preceptors' general well-being promotes an terrain that's better for kiddies to study in. This is a result of the fact that preceptors feel valued, encouraged, and included in decision-making processes. Poor leadership ways, on the other hand, are illustrated by a lack of recognition and support, which causes preceptors to feel more emotionally exhausted and less motivated. In order to guarantee both pupil academic success and schoolteacher well-being, the results punctuate the necessity for educational institutions to cultivate strong, visionary leaders.

### **Conclusion and Findings**

The disquisition focuses on how leadership significantly affects secondary academy scholars' and preceptors' cerebral well-being. Headliners who communicate well and explain a good vision vastly ameliorate preceptors' emotional frazzle and job satisfaction. It takes both support for one's own professional development and acknowledgment of one's own accomplishments to foster a content and driven tutoring staff. Headliners give support to preceptors who report advanced situations of provocation and job happiness, but not to those who indicate lower situations of emotional strain and job satisfaction.

In addition to adding their sense of worth and provocation, headliners who constantly offer feedback and involve staff in decision-making foster a probative academy climate. preceptors' cerebral health is significantly enhanced, and this benefits scholars' performance. Clear communication, stimulant of professional growth, acknowledgment, and a probative academy terrain are all emblems of effective leadership. In order to guarantee the weal of preceptors and the academic achievement of learners, educational institutions must give great significance to cultivating strong, visionary leaders.

### **Recommendations**

Grounded on the exploration findings, the ensuing recommendations aim to enhance preceptors' cerebral well-being and ameliorate pupil performance in secondary institutions

1. Develop Leadership Training Programs Schools should fund comprehensive leadership development programs that emphasize open communication, professional growth support, and acknowledgment of preceptors' benefactions.

2. Foster a Collaborative School Culture Promote a platoon- acquainted atmosphere, involving preceptors in decision- making and encouraging frequent feedback sessions.
3. Apply Regular Professional Development give ongoing openings for professional development through shops, forums, and courses aligned with preceptors' bournes and academy pretensions.
4. Enhance Communication Channels Establish clear and regular communication between staff and administration through meetings, updates, and feedback systems.
5. Produce a probative Environment Implement programs supporting diversity, safety, and respect, addressing bullying, importunity, or demarcation instantly.
6. Fete and Award Good Performance Develop mechanisms to recognize and award preceptors' achievements, similar as awards and career advancement openings.
7. Examiner schoolteacher Well- Being Regularly assess preceptors' cerebral health using questionnaires and feedback forms, enforcing targeted interventions as demanded.
8. Promote Work- Life Balance Encourage a healthy work- life balance by setting reasonable objects and offering flexible scheduling where possible.
9. Engage in nonstop enhancement Foster a culture of ongoing enhancement, encouraging regular evaluation and improvement of processes.
10. Strengthen Community and Pupil Involvement Increase community and pupil participation in academy conditioning to make a probative network. Enforcing these recommendations will ameliorate pupil performance and foster a probative literacy terrain prioritizing preceptors' requirements.

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