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IMPACT OF GREEN LEADERSHIP ON SCHOOL ENVIRONMENT AT HIGHER SECONDARY LEVEL

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ABSTRACT

This quantitative study was conducted to find the use of leadership techniques by higher secondary schools of district Lahore. The population of the study was the Secondary school teachers of public schools. 95 principals and 380 Secondary school teachers were selected as a sample through convenient sampling for data collection. A questionnaire was used for data collection. Descriptive statistics (t-test) were used to analyze data. To assess the use of different leadership techniques by Secondary school heads and teachers mean and standard deviation was identified. According to the results the most common leadership strategies were: offering prayers, discussing stress with family, friends and seniors, leaving everything on Allah, watching TV, future planning to avoid stress and sleeping. And the strategies that were not common; taking exercise, deep breathing, weeping, consulting with relatives, and finding own mistake, diary writing, movie watching and consultation with specialist etc. On the basis of these results recommendations were made.

INTRODUCTION

Education is a necessity and constructive factor in humans' life and also everyone's right to get it. Education is one of the important factors which formulate the personality of a person. Those countries which gave priority to education and never neglected this constructive factor are the nations that have shown substantial development. One of the most effective factors in this regard is leadership. The importance of leadership is reflected in every aspect of the school specially school effectiveness. Teachers who are supported by head teachers display a better sense of responsibility than those who do not have their

head teachers' support. The role of today's school head teachers has become increasingly more complex now (Creswell, 2012; Mottoh, 2015; Osterman, 1994).

The role of leadership in an institute is crucial in defining vision, mission, purpose and establishment of objectives, designing strategies, policies, and methods to achieve the organizational objectives effectively and efficiently along with collaborative efforts and organizational activities (Gberevbie, 2017). Top-quality leadership is necessary to reach the vision and mission and to cope with the changes that occur in the external environment (Dunklee, 2000).

Leadership plays a very important role in the success and failure of any organization. Leadership style is how people are motivated and directed by a leader to achieve organizational goals. The role of leadership in an institute is crucial in defining vision, mission, purpose and establishment of objectives, designing strategies, policies, and methods to achieve the organizational objectives effectively and efficiently along with collaborative efforts and organizational activities (Xu & Wang, 2008). Top-quality leadership is necessary to reach the vision and mission and to cope with the changes that occur in the external environment (Harris, et al., 2007). Traditionally different researchers have conceptualized leadership as a top-down hierarchical influence process come from a single individual within work teams—the formal leader. Conventionally, researches on leadership mostly considered vertical influence where one leader influences followers in a team or organization (Bass & Bass, 2008; Bolden, 2011; Pearce & Conger, 2003).

OBJECTIVES OF THE STUDY

The following are the major objectives of the study:

1. To identify the leadership styles of school heads at the higher secondary level.
2. To study the differences in the leadership styles of higher secondary level head teachers.
3. To investigate the school environment at a higher secondary level at higher secondary level.
4. To find out the relationship between head teachers' leadership and the school environment at higher secondary level at the higher secondary level.

REVIEW OF LITERATURE

Learning Environment

Learning Environment elucidates the pedagogical, psychological, physical and social factors where swotting occurs and affect students' attitudes and achievement. In general, Learning Environment does build understanding related to a pre-primary group of learners, the primary group of learners, high school group of learner, college as well as university going students (Kahl, 2014).

Leadership in Learning Environment

Effective leadership enhances students learning experiences in the learning environment. It mainly helps to overcome those barriers which are based on learning aspects. Advancement of technology has influenced education. Various courses are being offered by many educational institutions. A significant expansion in learning has been experienced during the last few decades changes in education bring issues which do entail a clear execution of leadership in the learning environment (Raza, 2010).

The impact of leadership models after implementations have been analysed and evaluated such as transformational model and transactional model of leadership in the learning environment. Learning environment does allow interaction between learners and instructors. It also provides access to experience learning so far.

Review of Studies Based on Leadership in Learning Environment

Boyett, (2006) had elaborated and detailed transformational leadership concept in details. He, in general, made distinctive segregation of the leadership in between transformational as well as translational leadership.

Maxwell, (2012) had examined and explained that the impact of leadership on the educational institution does emerge frequently as a major component to achieve an important school reform. They both have defined traits which are important to embrace by existing leaders in healthcare industries to promote significant changes in their organizations.

Barnett, Alan M, (2005) studied “the impact of the transformational leadership style of the school Principal on School learning environment and selected teachers’ outcomes”. This examined the research to show the effects of the behaviour of various secondary ’ leadership on aspects of schools learning environment along with selected teachers’ outcome.

Review of Studies Based on Leadership Styles

Taherdoost (2016) had conducted a study on the concept of leadership attitudes of the school administrator in ‘Eskisehir’. It was done including eighty-eight and one hundred and thirty-eight teachers. Its result indicated that both administrators of the school had used the same metaphors for their execution. In other words, it could be mentioned that both the administrators had emphasized the importance of the schools’ environment. It is concluded that both school teachers had have shown a symbolic attitude in explaining the relationship between school and the environment.

Arami (2016) in this study data were collected via an interview which held with ten as well as ten teachers of primary school. During this study, the ‘Snowball Criterion Sampling’ techniques had been implemented. The content analysis method had been used to analyse the data. The result was obtained that of

primary schools led their duties in their instructional attitudes of leadership. Though, differences had been noticed in between theand teachers of primary school in gained opportunities, its executions, professional development aspects, enforcing academic criteria etc.

Bolden (2011) had attempted this study to determine the leadership of characteristics among elementary school administrators' as being perceived by School , subject's teacher and classrooms teacher. The gained result reveal that classrooms teacher, as well as the subjects' teacher, had perceived their school administrators' tasks to display in an instructional style of leadership along with ethical styles of leadership too.

RESEARCH METHODOLOGY

It is descriptive and survey research about impact of green leadership on school environment at higher secondary level Descriptive research is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method”(Raof et al., 2021; Abdulmuhsin et al., 2021; Hameed et al., 2021; Yan et al., 2020; Nuseir et al., 2020). The target of this study is target population of this study is the higher secondary schools of district Lahore. Ninety-five heads and three hundred eightyteachers of higher secondary schools of district Lahorewere taken as convenient sampling. And headteachersand teachers were provided with questionnaires for responding about the impact of green leadership on school environment at higher secondary level. Convenient sampling is used for the study, A convenient sampling is a gathering of individuals simple to contact or to reach. The study used questionnaires as the main research instrument. Researchers visited higher secondary schools in Lahore and collect data. Data was collected from heads and teachers. 475 hundred questionnaires were filled by the heads and teachers. After the collection of the data, it was tabulated. Questionnaires were analyzed. Responses of head teachers were described and then analysed by frequencies and then described its major commonness and differences.

RESULTS AND DISCUSSION

Table 1: Leadership Perceived

Item No.	Statements	N	Mean	Std.
1	Staff autonomy is supported for benefitting the school educational environment	95	.62	.980
2	Human resources are properly managed to enhance the school academic environment	95	3.86	1.199
3	Teachers are internally motivated to be regular and diligent	95	3.96	1.228
4	School staff members are always consulted for seeking better advice, guidance, and feedback to innovate the school academic process	95	3.14	1.117
5	Staff is appreciated for better coherence and collaboration to achieve the goals of	95	3.76	1.302

	the school			
6	Teachers' performance, teaching according to yearly class-wise syllabus, is assessed on monthly basis.	95	3.65	1.335
7	Students who perform well academically, are appreciated to enhance the school academic environment	95	3.91	1.459
8	Annul school audit (internally) is carried out to prevent any kind of irregularities in the school budget.	95	3.76	1.319
9	There is a well managed procedure to run the school income and expenditures matters	95	3.55	1.270
10	The issues that are raised, individually or in group are resolved to enhance the efficiency of the school	95	3.61	1.323
11	Good balance is maintained between externally assigned official duties and school duties to run the educational process smoothly	95	4.17	.953
12	School duties are preferred over individual activities	95	4.00	1.072
13	The setting , management plan and assigning responsibilities are reshuffled every year to keep the academic environment smooth and progressive	95	3.85	.978
14	The selection of right men, for the right job, on the right time is done to run the school affaires and activities smoothly	95	3.74	1.446
15	Formative and summative evaluation techniques are supervised for impressive results of the school's educational output	95	3.83	1.310
	Average Mean		3.76	

i. The statement about a leadership competency is in practice by most of them if the mean of a statement is equal to average mean 3.98.

ii. If the mean of a statement lies in range 3.50 to 3.98, then the analysis shows that a considerable number of respondents possess that particular leadership competency

iii. If the mean of the responses lies in range 3.99-4.49, then the analysis reveals that the respondents agree with the statement and hence reveals that leadership competency is in practice in most of the.

iv. If the mean of a statement exists in range 4.50-5.00, then it is considered that the respondents are strongly agreed with the statement and hence that particular competency is possessed by all.

v. If the mean of a statement lies in range 2.50-3.49, then it reveals that the respondents are indecisive about a leadership competency.

vi. If the mean of a statement lies in range 1.00-2.49, then it shows that the respondents disagree with the item and hence this particular leadership competency is not in practice by the school.

Table 2: Principal Leadership Perceived by Teachers

Item No.	Statements	N	Mean	Std.
1	Staff autonomy is supported for benefitting the school educational environment	380	4.14	.905
2	Human resources are properly managed to enhance the school academic environment	380	3.78	1.278
3	Teachers are internally motivated to be regular and diligent	380	4.27	.886
4	School staff members are always consulted for seeking better advice, guidance, and feedback to innovate the school academic process	380	4.07	1.002
5	Staff is appreciated for better coherence and collaboration to achieve the goals of the school	380	4.11	.916
6	Teachers' performance, teaching according to yearly class-wise syllabus, is assessed on monthly basis.	380	3.52	1.091
7	Students who perform well academically, are appreciated to enhance the school academic environment	380	4.09	.956
8	Annul school audit (internally) is carried out to prevent any kind of irregularities in the school budget.	380	3.89	1.136
9	There is a well managed procedure to run the school income and expenditures matters	380	4.29	.774
10	The issues that are raised, individually or in group are resolved to enhance the efficiency of the school	380	4.06	.753
11	Good balance is maintained between externally assigned official duties and school duties to run the educational process smoothly	380	4.12	.871
12	School duties are preferred over individual activities	380	3.73	1.130
13	The setting , management plan and assigning responsibilities are reshuffled every year to keep the academic environment smooth and progressive	380	3.76	1.082
14	The selection of right men, for the right job, on the right time is done to run the school affaires and activities smoothly	380	3.93	1.243

15	Formative and summative evaluation techniques are supervised for impressive results of the school's educational output	380	3.87	1.217
	Average Mean		3.98	

The analysis of Item No. 2 of table 2 describes that means along with the related standard deviation of the following statements carry between the means 3.50 to 3.98 and hence these leadership possessed by the respondents are considered to have agreed with the statement.

- i. Human resources are properly managed to enhance the school environment (mean 3.78, S.D 1.278).
- ii. Teachers' performance, teaching according to yearly class-wise syllabus, is assessed on monthly basis (mean 3.52, S.D 1.091).
- iii. Annual school audit (internally) is carried out to prevent any kind of irregularities in the school budget (mean 3.73, S.D 1.136).
- iv. School duties are preferred over individual activities (mean 3.73, S.D 1.130).
- v. The setting, management plan and assigning responsibilities are reshuffled every year to keep the academic environment smooth and progressive (mean 3.76, S.D 1.082).
- vi. The selection of right men, for the right job, on the right time is done to run the school affairs and activities smoothly (mean 3.93, S.D 1.243).
- vii. Formative and summative evaluation techniques are supervised for impressive results of the school's educational output (mean 3.87, S.D 1.217).

Table 3: School environment Perceived by

Item No.	Statements	N	Mean	Std.
1	Staff follows the instructions given by the principal	95	3.82	1.041
2	Teachers' teaching performance is evaluated by students' academic achievements	95	3.63	1.032
3	Teachers are awarded on the basis of their performance	95	3.44	1.310
4	Teachers assist students in selecting elective subjects	95	3.37	1.176
5	Teachers are encouraged to improve their professional as well as their academic qualification	95	3.68	1.113
6	Teachers' inputs are valued in decision making about school	95	3.83	.781

7	Staff's attendance is ensured by all means	95	4.14	.918
8	Teachers are encouraged to arrange co-curricular activities in the school	95	3.65	.976
9	School staff is persuaded towards the achievement of the school goals	95	3.74	1.034
10	School staff is kept updated about any decision made by the higher authorities	95	3.76	.896
11	Students who perform well are awarded	95	3.57	1.520
12	Students are facilitated for effective learning	95	4.03	1.106
13	Students' attendance is ensured by all means	95	4.00	1.313
14	School celebrates parents day to establish a positive relationship with parents	95	3.62	1.222
15	Positive discipline is maintained to encourage positive behavior in students towards their educational goals	95	4.12	.836
	Average Mean		3.76	

Item No. 10 of Table 3 shows that the school leadership keeps his staff normally informed about any updated decision made by the higher authorities as the mean of the statement is 3.76 having S.D .896.

It can be seen in table 3 that the means of the statements of Item No. 2, "Teachers' teaching performance is evaluated by students' academic achievements", "Teachers are encouraged to improve their professional as well as their academic qualification", "Teachers are encouraged to arrange co-curricular activities in the school", "School staff is persuaded towards the achievement of the school goals", and "Students who perform well are awarded" in Item No.11 lies between 3.40 to 3.75 which reveals that up to somehow these factors of school environment are in practice in schools.

Item No. 4 of Table 3 reveals that mean of statement (mean 3.37, S.D 1.176), which is about teachers' assistance for selecting students' elective subjects' exists from 2.45 to 3.44 and hence the respondents are considered to be indecisive. The mean of the statement "Teachers are awarded on the basis of their performance" is 3.44 with S.D 1.310 is also in the range 2.45-3.44 and hence is considered that the respondents are also indecisive about this statement.

Table 4: School Environment Perceived by Teachers

Item No.	Statements	N	Mean	Std.
1	Staff follows the instructions given by the principal	380	4.06	.989
2	Teachers' teaching performance is evaluated by students' academic achievements	380	3.81	1.167

3	Teachers are awarded on the basis of their performance	380	3.46	1.355
4	Teachers assist students in selecting elective subjects	380	3.43	1.061
5	Teachers are encouraged to improve their professional as well as their academic qualification	380	3.72	1.265
6	Teachers' inputs are valued in decision making about school	380	3.79	.985
7	Staff's attendance is ensured by all means	380	4.26	.884
8	Teachers are encouraged to arrange co-curricular activities in the school	380	3.92	1.072
9	School staff is persuaded towards the achievement of the school goals	380	4.11	.789
10	School staff is kept updated about any decision made by the higher authorities	380	4.02	.923
11	Students who perform well are awarded	380	4.05	1.082
12	Students are facilitated for effective learning	380	3.93	.989
13	Students' attendance is ensured by all means	380	3.81	1.098
14	School celebrates parents day to establish a positive relationship with parents	380	3.72	1.269
15	Positive discipline is maintained to encourage positive behavior in students towards their educational goals	380	4.12	.959
	Average Mean		3.88	

The calculated average mean of the means of all the 15 items of table 4 is 3.88 which reveal the average responses about school environment. The item having equal mean to the average mean indicates that the respondents are agreed with that particular statement and hence the academic environment normally exists in the schools. The rest of the responses of the items are categorized in the following way.

- i. The respondents are strongly agreed with the statements if the mean of the item occurs in range 4.50-5.00 and shows that the stated academic environment totally exists in the school.
- ii. The statement having mean value in range 3.89-4.49 displays that the most of schools contain that academic environment as the mean shows that the respondents of the study are agreed with the statement.
- iii. Those items having means in range 2.50-3.87 are considered to be somehow agreed by the respondents.
- iv. If the mean of the statement exists from 1.50 to 2.49 then it reveals that the respondents of the study are indecisive about responding to it.
- v. If the mean of an item occurs in range 1.00-1.49 then it reveals that the respondents are disagree with the statement.

Table 5 (A): Correlation between Leadership and School Environment

Leadership	PearsonCorrelation	Leadership	Environment
		1	.317
Sig. (2-tailed)			.249
N		15	15
AcademicEnvironment	PearsonCorrelation	.317	1
Sig. (2-tailed)		.249	
N		15	15

Correlation is significant at the 0.01 level (2-tailed).

At the group statistics of the following table 5(B), we can see that the mean of leadership (M=3.76, SD=.23) is different than that (M=3.97, SD=.21) of school environment.

Table 5(B): Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Principal	95	3.7607	.23819	.06150
School	380	3.9753	.21610	.05580

More variability can be judged from the following table 5(B), the value .81 in significant column showing $P=.015 < \alpha = 0.05$ exhibit significant difference between the two variables. Whereas the value .90 in the significant column showing $p=.17 > \alpha = 0.05$ indicating there is no significant difference between the two variables.

Table 5 (C): Independent Sample t-test (principal and Environment)

Group	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference	
								Lower	Upper
Principal Assumed Competency variances not assumed	.058	.811	-2.585	28	.015	-.21467	.08304	-.38477	-.04457
			-2.585	27.739	.015	-.21467	.08304	-.38484	-.04450
School Equal variances	.015	.904	-1.406	28	.171	-.12067	.08583	-.29647	.05514

Academic Assumed Environment Equal variances not Assumed				27.990	.171	- .12067	.08583	-.29648	.05514
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Impact of Leadership on School environment

The tables 5 and 6 describe the analysis of impact of leadership on school environment as viewed by the school and teachers. The Average mean is calculated in order to make the interpretation nearer to the fact and accuracy (Asada et al., 2020; Junoh et al., 2019; Basheer et al., 2019a; Muneer et al., 2019; Basheer et al., 2019b; Basheer et al., 2018). Each of the statement of the tables describes the impact of principal's leadership on academic environment of school.

The criterion of interpretation for the table is as under:

- i. The average mean 3.88 reveals that the respondents are agreed upon a leadership competency which normally has impact on academic environment.
- ii. If the mean of the statement lies in between 3.89-4.49, then most of the respondents are agreed that the leadership competency has impact on school academic environment.
- iii. The mean of statement lying in range 4.50-5.00 reveals that the leadership competency has strong impact on school environment .
- iv. The mean score of a statement between 3.50-3.87 shows that a considerable number of the respondents are of the view that the leadership has impact on academic environment of the school.

Table 6: Impact of Leadership on School Environment (Perceived by)

Item No.	Statements	N	Mean	Std.
1	Supporting teachers' autonomy assists in developing an efficient working atmosphere in the school.	95	3.58	.941
2	The proper management of human resources ensures an efficient instructional environment.	95	3.54	1.219
3	The school reward system plays an active part in improving the teaching learning process.	95	3.64	1.091
4	Consultation and involvement in decision making improves performance of staff as well as improves school academic environment.	95	3.64	.933

5	Ensuring teachers' and students' attendance is beneficial for effective instructional environment.	95	3.86	1.226
6	Staff coherence and collaboration work well in achieving school goals.	95	3.93	.688
7	The process for teachers' evaluation (summative and formative) and accountability supports schools' academic environment.	95	3.78	1.002
8	Effective handling of an issue or dispute, raised inside the school, promotes an atmosphere favorable for learning.	95	4.08	.647
9	The annual reshuffling of the setting, management plan and responsibility assignment keep the tempo of academic activities smooth and progressive.	95	3.81	.971
10	Feedbacks and suggestions given and taken, influence the decision making process of the school.	95	3.98	10
11	Holding staff responsible for achieving school goals, is a positive move to improve the school academic performance.	95	4.13	11
12	Good relationship between principal and school staff has a positive influence on schools' academic performance.	95	4.02	12
13	Facilitating teachers to teach as well as students to learn improves academic environment	95	4.01	13
14	The right of selecting elective subjects influences the academic environment of school positively.	95	3.91	14
15	Positive school discipline helps in the achievement of school educational goals.	95	4.36	15
	Average Mean		3.88	

In order to interpret the analyzed data more precisely the researcher set the following criteria for table 6.

- i. If means of the items occur in range 4.25-5.00, then the analysis reveals that the respondents strongly agree with the statement.
- ii. Existence of means in range 3.50-4.23 shows that the respondents are agreed with the statements.
- iii. Existence of means in range 2.50-3.49 shows that the respondents are indecisive about the statement.
- iv. If means of items lie in range 1.00-2.49 then the mean reveals that the respondents disagree with the statement.

Table 7: Impact of School Leadership and School Environment (Perceived by Teachers)

Item No.	Statements	N	Mean	Std.
1	Supporting teachers' autonomy assists in developing an efficient working atmosphere in the school.	380	3.83	.879
2	The proper management of human resources ensures an efficient instructional environment.	380	4.19	.734
3	The school reward system plays an active part in improving the teaching learning process.	380	4.20	1.034
4	Consultation and involvement in decision making improves performance of staff as well as improves school academic environment.		4.37	.535
5	Ensuring teachers' and students' attendance is beneficial for effective instructional environment.	380	4.39	.755
6	Staff coherence and collaboration work well in achieving school goals.	380	4.43	.566
7	The process for teachers' evaluation (summative and formative) and accountability supports schools' academic environment.	380	4.22	.601
8	Effective handling of an issue or dispute, raised inside the school, promotes an atmosphere favorable for learning.	380	4.27	.662
9	The annual reshuffling of the setting, management plan and responsibility assignment keep the tempo of academic activities smooth and progressive.	380	4.13	.677
10	Feedbacks and suggestions given and taken, influence the decision making process of the school.	380	4.03	.847
11	Holding staff responsible for achieving school goals, is a positive move to improve the school academic performance.	380	3.74	1.355
12	Good relationship between principal and school staff has a positive influence on schools' academic performance.	380	4.51	.516
13	Facilitating teachers to teach as well as students to learn improves academic environment	380	4.59	.629
14	The right of selecting elective subjects influences the academic environment of	380	4.38	.562

	school positively.			
15	Positive school discipline helps in the achievement of school educational goals.	380	3.36	.641
	Average Mean		4.24	

The means and standard deviations of items 4, 5, 6, 8, 12, 13, 14, and 15 are 4.37 and .535, 4.39 and .755, 4.43 and .566, 4.27 and .662, 4.51 and .516, 4.59 and .629, 4.38 and .562, and 4.36 and .641 respectively and hence are located in range 4.25-5.00 which shows that the sample population strongly agreed that these leadership had impact on school environment. While the statements of items no. 1, 2, 3, 7, 9, 10, and 11 have means and standard deviation 3.83 and .879, 4.19 and .734, 4.20 and 1.034, 4.22 and .662, 4.13 and .677, 4.03 and .847, and 3.74 and 1.355 respectively. The means of the statements lie in range 3.50-4.23. It shows that the teachers agree that these leadership have impact on school environment. None of the means of the statements are located in range 2.50-3.49 and hence no respondent is indecisive. Similarly no respondent disagree as, none of the statements has its mean in range 1.00-2.49.

DISCUSSION

The discussion section provides a summary of the results pertaining to the four objectives of the study. These objectives are to identify leadership of higher secondary schools, to assess school academic environment at higher secondary level, to find out the impact of ' leadership competences on school environment at higher secondary level, and to locate predictors (leadership competency, academic qualification, locality) of school environment at higher secondary level. These objectives were achieved with the help of validated questionnaires designed for assessing principal's and teacher's perception about ' leadership , school environment, impact of leadership on school environment and predictors of school academic environment in respect of and teachers. The main aim of the study was to examine Impact of Green Leadership on School Environment at Higher Secondary Level. The main factors taken into consideration were ' leadership, school environment, impact of leadership on school academic environment and predictors of school environment. The upcoming discussion is based on the subjective judgment of some important findings of the results because discussing each and every findings of the study is quite difficult.

The findings revealed that they can handle the school issues effectively. They have the capability to manage the human resources properly and choose the right man for the right job on the right time. Probably that is the reason that they shuffle the responsibilities annually at the end of every session. Majority of the respondents of this study declared they are loyal to their duties because they prefer their school duties over personal duties. These schools kept summative and formative evaluation techniques in practice for the impressive academic output of the school.

The next factor of the study was to examine the academic environment of the schools. It was concluded from the results of the study that school environment is suitable for the nourishment of education because of some of the findings that

staff remains well informed about the updated decisions made by the officials for improving the academic environment of the school and support them to improve their qualification. Teachers' performance is evaluated and they are persuaded to achieve the schools' academic goals. Award system both for teachers and students is in practice for better performance. It was also concluded that staff is cooperative and loyal to their tasks they follow the instructions of their.

The findings show that most of the staff is punctual and regular in their school duties. Keep in practice positive discipline is and facilitate students for better learning and for improving students' positive behaviour.

But the factors like selection of elective subjects for students and awarding teachers for their better performance are found missing in the school environment as the results showed that most respondents remained indecisive about these statements.

The results showed correlation between the two variables, ' leadership and school environment . The statistics of the tables reveals low degree correlation coefficient but still the two variables are positively correlated. Also p value .249 indicates a weak association between the two variables and thus indicating a low significant result. In this connection, an independent-samples t-test was conducted to find relationship of the leadership and school environment . There was no significant difference as the significant 2-tailed value .17 was greater than .05. These results suggest that leadership does not have an impact on school environment .

The current study also proved that teacher and students' attendance regularity improves schools' instructional environment. To maintain staff coherence and collaboration is one of the capabilities of the school . Facilitating teachers for teaching improves coherence, collaboration, and most importantly improves school environment. Similarly, encouraging students to select their own elective subjects creates a good academic environment. The current study showed that this competency of them have worked in achieving the school goals. Alongside, need to evaluate teachers' performance because evaluation process support school academic environment. The results described that ' capability of handling issues, raised up amongst the staff members and staff members, promoted a favourable conditions for learning. This capability enables them to maintain a positive discipline inside the school as it is found from the current study that positive discipline helps in achieving school educational goals.

The respondents of this study confirm that feedbacks given in decision making process proved useful for school environment . It is found that maintaining positive discipline in school helps in the achievement of school educational goals.

The judgments of the findings show that the performance of educational leaders and their subordinates have positive effects on institution performance and signal that they are performing their duties with full satisfaction to gain the organizational goals (Faisal, 2011). In this connection, the study affirmed that

the principal's and teacher's positive relation to academics and profession have positively amended the academic environment of the school. The findings of this study regarding ' and teachers' demographic information are of mixed type. Teachers' length of service with the current revealed that they had judged their ' quite closely and hence their responses were reliable regarding school leadership . Teachers' educational qualifications revealed that majority of the teachers are well-qualified such that they were equipped with MPhil qualification.

CONCLUSIONS

It was concluded that both the participants, and teachers were on the same page about ' leadership. It was concluded that they were competent to assess the teachers' performance, managed the school budget properly, resolved the school every day's issues and selected the right man for the right job on the right time. They were capable to manage the human resources properly, kept balance between external official duties and internal duties of the school. It was concluded from the findings that preferred school duties over personal duties. The school had the competency of reshuffling the responsibilities and kept in practice the formative and summative evaluation techniques for the impressive academic output of the school. Both the respondents revealed that did not consult the school staff for better performance of the school and hence concluded that lacked possessing this competency. The researcher also concluded from the results that teachers did not show interest in selecting elective subjects for students and teachers were not awarded on the basis of their performance. The findings of the study that there were no significant differences in ' and teachers' point of view about the impact of leadership on school environment as the responses revealed that providing autonomy to teachers developed an efficient working atmosphere, proper management of human resources ensured an efficient instructional environment, the award system improved the school environment , staff's involvement in consultation and decision making improved school environment and teachers' and students' attendance regularity improved schools' instructional environment. Staff coherence and collaboration worked in getting school goals and teachers' evaluation process supported school's academic environment. The competency of handling issues promoted favorable conditions for learning. The reshuffling process of responsibilities kept the tempo of academic activities smooth and progressive. The feedback influenced school's decision-making process. As results reflected low degree correlation between leadership and academic environment, it showed that ' leadership had no significant impact on school environment

RECOMMENDATIONS

Some general recommendations were made for carrying out further research. The schools' leadership needed to consult staff about school matters as the research revealed that consulting subordinates developed better environment in the school. Schools should be provided opportunities and need to be facilitated for improving their qualifications. This will further improve their leadership. Government need to develop a system to evaluate the on the basis of their in respect of school environment after a specific duration and must be rewarded for showing their. This reward system will motivate the school to improve the school environment. School academic performance would enhance if students were

assisted in selecting their elective subjects. The school need to develop a system to judge the students' attitude towards the specific subjects and then facilitate them to select and study subjects of their choice. It was also recommended that teachers be rewarded on the basis of showing good performance in improving school environment.

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