

Principal leadership and school performance: Integrating instructional and transformational leadership in South African schools context



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ABSTRACT

This study aimed to examine the integration of instructional and transformational models of leadership in sustaining school improvement. The question of how the integration of instructional and transformational leadership in schools can influence learners' performance has received a significant amount of interest among researchers. Literature reviews have found two key approaches: educational and transformational leadership models to establish the most appropriate school leadership model. Therefore, this article reports on qualitative research used to arrive at an in-depth understanding of integrating instructional and transformational leadership in enhancing school performance. Data was collected through semi-structured interviews with principals in one educational province. Purposive sampling techniques were used to select participants for the study. Findings from the study established that integrating the two models had the potential to enhance learner performance. This study has shown that the integration of instructional and transformational leadership models led to a climate that promotes a culture of teaching and learning, hence increasing quality learning outcomes.



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1. Introduction

There is unprecedented national and international interest in the question of how educational leaders influence change and improved student learning outcomes. By focusing on types of leadership rather than as a unitary construct, we realize that leaders' impact on student outcomes will depend to a certain extent on the particular leadership practices in which they engage [1]. Some empirical researches have indicated that some leadership practices schools engage in have stronger impacts on student learning outcomes than others [2]. According to Heck and Hallinger the past 25 years have witnessed the emergence of new conceptual models in the field of educational leadership. The two models of principal leadership, instructional and transformational have demonstrated theoretical discussions in current reform era [3]. These models have been seen to have greater impact on student learning outcomes. Two of the foremost models, as measured by the number of empirical studies are Instructional Leadership (IL) and Transformational Leadership (TL). These models focus explicitly on the manner in which leadership exercised by principals bring about improved educational outcomes [4]. Hallinger also noted that over the past two decades debate over the most suitable leadership role for principals has been dominated by two conceptual models, IL and TL. These two models seek to explain how principals seek to improve teaching and learning. The two models have gained support in literature, and both have been recommended as models of principal leadership [1], [2], [5], [6].

Previous research has also demonstrated that the leadership style of the principal can strongly influence various elements of the school improvement, including teacher and staff attitudes, student learning, and academic achievement [7], [8]. It is against this background that this qualitative study explores the practices of IL and TL of six principals in the North West Province of South Africa. The paper begins by providing the conceptualization of IL and TL as expounded in the literature. This is followed by the study methodology and finally ends with the presentation of findings and conclusions.

1.1. Conceptualizing Instructional leadership.

By the mid-1990s researchers observed that IL had become the most prevalent perspective adopted by researchers engaged in the study of school leadership effects [3], [9], [10]. Recent positive findings from research syntheses and meta-analyses have further enhanced the prominence of IL in school leadership. Hallinger also provide a broad framework to conceptualize IL. Their conceptualization is based on the review of literature on IL over the past 25 to 30 years. Hallinger and Murphy came up with the Principal Instructional Management Scale (PIMRS) conceptual framework that proposes three dimensions: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School learning Climate (see fig.1).

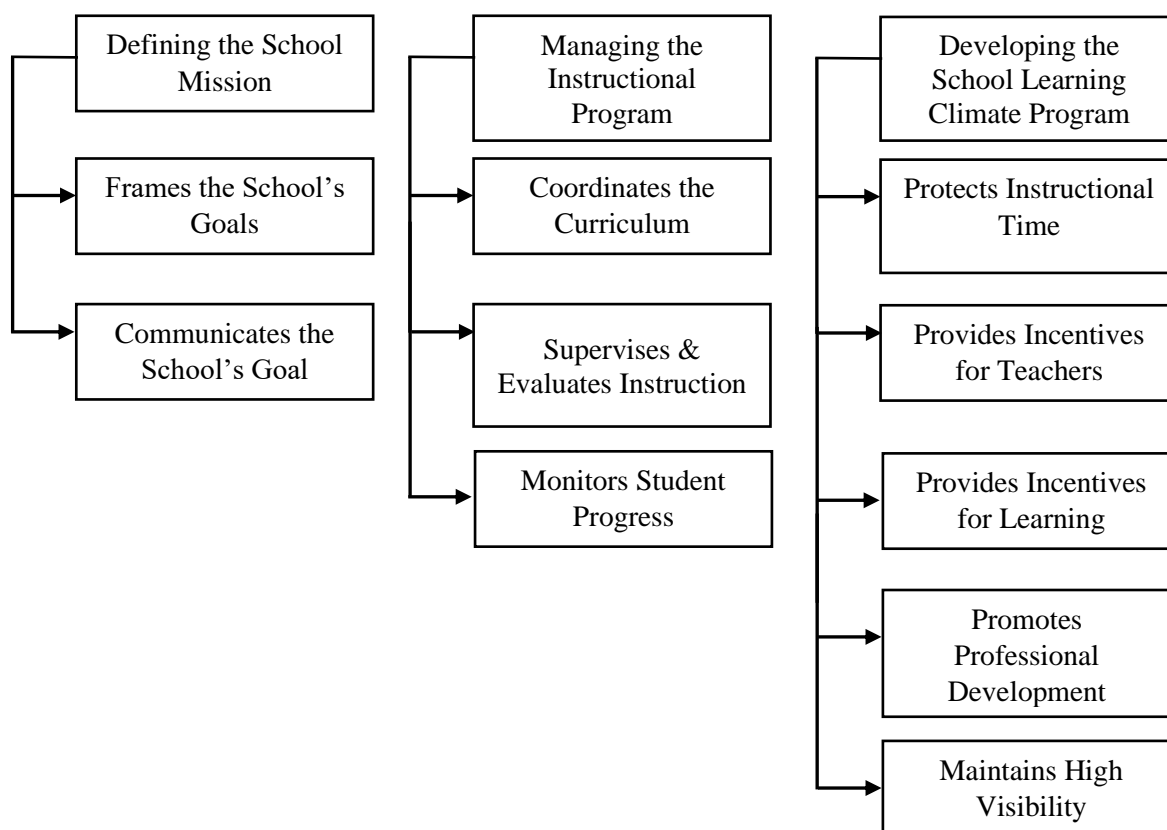


Fig. 1. Principal Instructional Management Rating Scale (PIMRS) conceptual framework.

The three dimensions are delineated into ten instructional leadership functions. Two functions under, framing the school's goals and communicating the school's gals, compose the defining of school's mission dimension. These functions concern the principal's role in working with staff to ensure that the school has a clear mission and that the mission is focused on academic progress of learners. This dimension assume that the principal defines the school's mission working with staff to ensure that the school has clear and measurable goals that are clearly communicated to the school community. This dimension is the starting point for creating a learner- centered school. The second dimension is managing the instructional program, and this incorporates three leadership functions: supervising and evaluating instruction, coordinating the curriculum, monitoring student progress. This dimension focuses on the role of the principal in managing the technical core of the school organization. The third dimension, promoting a positive school learning climate, includes five

functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for students. This dimension is broader in scope and overlaps with dimensions incorporated into transformational leadership framework. It conforms to the notion that successful schools focus on teaching and learning and this is achieved through the development of high standards and expectations and a culture that fosters and rewards continuous learning and improvement. All these arguments are supported by Southworth who argues that IL is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth [1]. Bush also add that IL focuses on teaching and learning and in the behavior of teachers in working with students [11]. The principal's influence is targeted at students learning via teachers. The emphasis is on the direction and impact of influence rather than influence process itself. In summary IL focuses predominantly on the role of the principal in coordinating, controlling, supervising, and developing curriculum and instruction in the school [12].

1.2. Conceptualizing Transformational Leadership

Transformational leadership is an extremely popular image of ideal practices in schools at the present time [13]. Leithwood and Jantzi argue that TL has been suggested as the ideal leadership style for principals of schools considering substantial reform, as change management is the strength of transformational leaders and it has been associated with positive outcomes such as improvements in the school environment and in teacher and staff relations [14]. Leithwood, and Jantzi described transformational leadership as the ability to restructure, develop a shared vision, and distribute leadership, while building a school cultured climate that promotes successful academic change [4]. Bass define TL as increasing the interest of the staff to achieve higher performance through developing the commitment and beliefs in the organization [15]. It entails moving people to a common vision by building trust and empowerment [16]. Thus, TL includes practices that enhance the level of awareness about the importance and value of specified results. It is explicitly directed at the developmental capacity and personal commitment of employees in an organization as well as its goal of increasing productivity [17]. Bass shows that TL is a style of leadership that transforms employees to rise above their self-interest by altering their morale, ideas, interests, and values, motivating them to perform better than initially expected. In other words [18], TL refers to a set of behaviors of leaders that should lead to higher motivation and increased performance from employees [14].

TL has its origins in James McGregor in which he analyzed some leaders, across many types of organizations, to engage with staff in ways that inspires them to new levels of energy, commitment, and moral purpose [19]. This energy and commitment to a common vision transformed the organization by developing its capacity to work collaboratively to overcome challenges and reach ambitious goals. Among the several studies reviewed by Leithwood & Jantzi about half were judged to show that TL had direct influence on academic or social student outcomes [14]. In some research on TL within the educational context, like IL, three dimensions of TL have been identified : (1) vision development, (2) individual consideration and (3) intellectual stimulation [20]. Transformational leaders motivate their employees by articulating a vision and mission in terms of values these leaders represent [21]. By communicating the vision and purpose of the organization or organizational unit, employees will develop a more common frame of reference [22]. Individual consideration must be understood from the perspective that a transformative leader acknowledges the individual aspirations, actions, beliefs, and values rather than favoring the individual. Such an acknowledgement implies that the transformative leader is giving autonomy and support to individuals in the organization. The leadership theory enhances the achievement of change and sustainable development due to its emphasis on action and process of behaviors that promote the motivation of followers to perform beyond what is usually expected of them. Besides this, the kind of leadership gives attention to the needs of followers and helps them reach their fullest potentiality [23].

Greiman, Larson, & Olander established four main factors [24] of TL which are; (1) idealized influence, where followers are dragged and dominated positively by the leader who has high moral standards and ethical behavior. Leaders with idealized influence have charisma and provide followers with a sense of mission; (2) inspirational motivation which is used by leaders who communicate with high expectations to followers through providing them motivation to commit to a shared vision of the organization. In practice, leaders apply symbols and heart felt request to focus followers' efforts to obtain more than they would in their own self-interest; (3) intellectual stimulation which includes leader supporting followers to be creative and innovative in problem- solving skills. This factor

encourages followers to challenge their own beliefs and values; (4) individual consideration where leaders provide supportive conditions for their followers and show individualized consideration when they perform as coaches and mentors and motivate followers to reach their own goals and potential. On the other hand [25] also came up with a model with seven components which are: (1) individualized support (2) shared goals and vision, (3) intellectual stimulation (4) culture building, (5) rewards, (6) high expectations (7) modeling. Fig 2 shows the model of TL, adapted from Leithwood, Leonard, & Sharratt [26].

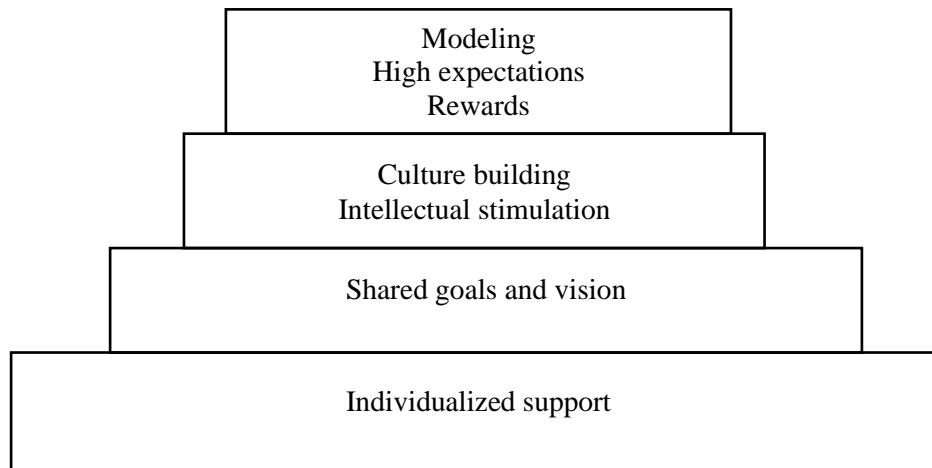


Fig. 2. The model of TL (Adapted from Leithwood, Leonard, & Sharratt, 1998).

The model does not assume that the principal alone will provide the leadership that creates these conditions. Leadership may be well be shared, coming from teachers as well as from the principal [27]. The TL construct does not assume that leadership is in a single individual [28]. The model starts from different motivational assumptions. Behavioral components such as individual support, intellectual stimulation, and personal vision suggest that the model is grounded in understanding needs of individual staff rather than coordinating and controlling them towards the organization's desired ends [6]. In summary transformational leaders create a climate in which teachers' engagement in continuous learning and in which they routinely share their learning with others. They work with others in the school community to identify personal goals and then link these to the broader organizational goals. This approach is believed to increase commitment of the staff who see the relationship between what they are trying to accomplish and the mission of the school [29]. Studies of TL are more likely to include outcome variables such as teacher engagement, teacher perceptions of change and improvement, student engagement with the school [30]. Numerous researchers have studied the extent of TL on school restructuring and their findings support the belief that TL strongly contributes to overall school improvement [31], [32].

Considering the strengths and weaknesses associated with IL and TL, Marks & Printy argue in favor of integrating TL and IL, the latter being a leadership style that is focused on improving student learning outcomes in the daily routine [33]. Hallinger has also suggested that the ideal form of leadership is the integration of the instructional and transformational approaches [6]. Results from previous studies have shown that accounts for higher gains in student academic achievement are associated with IL than TL [2], [34]. Conversely, TL has been proposed by some researchers as being ideal for school principals because IL lacks a uniform conceptual model, and recent changes in school reform call for a leader with transformational abilities. While both models of leadership have extensive empirical support, a study in South Africa directly exploring the effects of these models on changing and sustaining school improvement has not been extensively undertaken. It is therefore the overall objective of this study undertaken in the North West Province of South Africa to explore the integration of IL and TL in enhancing and sustaining school improvement specifically on learner achievement. There were three specific purposes:

To explore the integration of instructional and transformational leadership on changing underperforming schools to sustainable learning achievement.

To establish what principals regard as the contribution of IL and TL in improving underperforming schools to sustainable improvement.

To establish the evidence which suggest that the integration of instructional and transformational leadership can change underperforming schools.

2. Method

This study employed qualitative methods with researcher as instrument [35], [36]. The principal sources of data were 6 face to face, typical hour-long interview questions conducted by the researcher. Qualitative evidence was collected from six principals selected through purposive sampling. Schools were initially identified by the education area manager on the basis that there was evidence of instructional leadership and transformational leadership that were contributing to school sustaining improvement. The six schools were initially underperforming. The selection for the study participants was based on the criteria that there was evidence of applying instructional leadership and transformational leadership to improve teaching and learning in the schools to change them from underperforming to performing schools. All schools shortlisted for interviews agreed to participate in the study. Interviews were conducted on site in schools in the month of August 2019. In proceeding with the study, we selected a semi-structured interview approach including an interview protocol composed of a list of questions designed to get the interviewees to talk openly and candidly about their role as both instructional and transformational leaders to enhance sustainable development and improvement in their schools. I also followed Bernard's [37] lead "the idea is to get people to open up and let them express themselves in their own terms, at their own pace". Reassurance was given to participants that the aim of the study was not to judge or evaluate their leadership skills but to determine their perceptions of instructional leadership and transformational leadership and how these models of leadership have enhanced the improvement of learning outcomes in their schools. As these six participants were interviewed, field notes were kept, and a tape recorder was used to record participants' views and opinions.

In seeking trustworthiness, indicate that the researcher should be concerned with activities that increase the probability that credible findings will be produced [35]. One of the typical ways for establishing credibility in my study was through prolonged engagement, which was the investment of sufficient time to achieve certain purposes, that was learning the culture, testing for misinformation introduced by distortions either from me or from the participants and finally I also wanted to build trust. Mid-way through the process of conducting interviews another means of ensuring trustworthiness, was used, that is member checks, I requested an external coach to review the manuscripts for accuracy and clarification on the sequence of events. Finally, triangulation as a means of establishing trustworthiness was implemented. Another participant was also interviewed after the analyses of the data to ensure credibility of the data from the initial six participants. The data this participant provided was consistent with the themes observed in the responses of several the participants, particularly as related to both IL and TL as the main models for improving teaching and learning in schools. I presented the findings using thick descriptions by providing verbatim quotes from participants' actual words. These multiple efforts to ensure trustworthiness supported the ongoing data analysis, as I worked with the data by themes into spreadsheet files, while carefully looking for data that would discount any emergent themes. Pseudonym for the schools was used to protect the identity of participating schools. The schools were named as, James secondary, Peter secondary, John primary, Mathew secondary, Luke combined and Benjamin primary school.

Consent to conduct this study was obtained from the Ethics committee of the North West University, Potchefstroom Campus, the North West Superintendent General for the department of Education, District Director of Education for Dr Kenneth Kaunda district and the principals who participated in the study. The ethical guidelines as set by McMillan were explained to the participants before interviews started. These guidelines which include confidentiality, anonymity was made clear to my study participants before and during the study. Participants were made aware that they may withdraw from the study at any time without subsequences of any kind. Given these ethical considerations, participation in this study was on a voluntary basis with all principals accepting to take part [38].

3. Results and Discussion

The purpose of the study was to understand how principals of selected schools integrate instructional and transformational leadership approaches to influence effective teaching and learning, leading to changing underperforming school to sustainable improvement. With the study's purpose in mind, data analysis of the six schools noted for their instructional and transformational leadership yielded several key themes of which I present in this article. The school's location was made up of one combined school in the farms, three secondary schools in two different townships and two primary schools also located in the townships. Years of experience for principals ranged from five years to over ten years. The interpretation of data started soon after the completion of interviews. The data interpretation was derived by relating the participants' accounts and to the available literature on instructional and transformational leadership and the effects of these approaches to learner achievement. I also compared the responses captured from different data sets. My data presentation starts by presenting the demographics of participating schools and other related school internal and external contextual challenges.

From the interviews with the principals, it was established that these schools are affected by several challenges which include among others, high levels of poverty, child headed families because of HIV and AIDS, teenage pregnancy in the schools including primary schools, lack of parental support to schools especially in secondary schools and regular break ins in the township schools by learners in the company of community gangsters. All these challenges according to the study participants provided unpromising context for sustainable learner improvement in the schools. On a positive note all the six schools have enough classrooms for learners. Most of the classrooms are in good shape except for one primary school which had some old and small classroom blocks, in such classrooms there was some overcrowding of learners, but these were well looked after.

3.1. Principals' instructional and transformational leadership functions

First among the study interest was to establish principal's instructional and transformational leaderships and how the approaches have managed to sustain school improvement. Findings from the principals interviewed provided evidence that instructional and transformational leadership approaches were used to change underperforming schools to sustainable improvement. It was however interesting to note that from principals of the two primary schools that they could not make a distinction between instructional and transformational leadership. To the principal of John primary school, the two approaches seem to emphasize the same issues and outcomes. She remarked that:

To me there is no difference between instructional and transformational leadership, the difference is the same, both emphasize the need to create a culture of teaching and learning in the school. I tend to integrate both without saying to myself let me use instructional or transformational approach. I make it a point that define our school goals and where necessary I provide individualized support for our teachers. So, I am not sure which is instructional, and which is transformational, but I think use both of them concurrently to ensure a culture of teaching and learning in this school.

Similarly, the principal of Benjamin primary echoed that:

It is funny these terms were first used by our area manager and for the first time I could not tell the difference. Even now I do not decide when to use instructional or transformational approaches but to be honest my leadership is based on both the two approaches or combining several approaches, I set goals with teachers we sit for accountability sessions, I monitor both teachers and learners, I communicate the school goals to learners and even parents, I do a lot in curriculum management, my teachers are motivated because I try to reward good teaching and I try to build a culture that stimulates effective teaching and learning.

Contrary the principal of Luke secondary school pointed out a slightly different opinion by saying:

Yes, I adopt both instructional and transformational leadership approaches, but I am rather more of a transformational leader because I establish my expectation for quality teaching this, I make clear in our meetings or when I get a new teacher, I support my teachers, I reward them but let me also say I put much emphasis on the technical core of instruction, curriculum and assessment, I provide directions and effect the day-to-day activities of learners. Well to me these two functions are the core functions of my principalship, and I have seen great improvements by also motivating my teachers and learners through rewards, I value communication with teachers' learners and parents. Also, I make

it a point that leadership in the school is shared among all teachers every teacher is a leader here. I prefer distributed leadership.

At Mathew secondary school instructional leadership is also shared among the Senior Management Team (SMT). The principal at Mathew secondary noted that:

As a transformational leader, I seek to elicit higher levels of commitment from all school personnel and to develop organizational capacity for school improvement. At the same time as an instructional leader, I collaborate with teachers to accomplish our school goals for teaching and learning. We place teaching and learning at the center stage in all our activities.

The principal of James secondary raised an interesting point on the issue relating to transformational approach by indicating that:

Although my transformational leadership places importance on vision building, fine it also creates a fundamental and enduring sense of purpose in my school but to me I do not know with others and you researchers it lacks focus on teaching and learning. Therefore, I am more of an instructional leader focusing on instructional management to ensure a culture of teaching and learning in the school. However, in most cases I think I use both.

As shown by these responses from principals the traditional approaches of instructional and transformational functions prevailed among the principals as they were concerned with promoting a culture of teaching and learning to improve the academic performance of learners.

3.2. The contribution of Instructional and transformational leadership to school improvement.

My second research interest was to establish the contribution of instructional and transformational leadership to school improvement. Comments made by principals to show the contribution of transformational leadership which they practice include; (1) individualized consideration where principals provide a supportive condition for the followers and showing individualized consideration resulting in teachers' motivation (John Secondary); (2) motivating teachers to reach their own goals and potential (James Secondary); (3) leaders supporting teachers to be creative and innovative in problem solving (Benjamin Secondary); (4) leaders communicating with high expectations with teachers and providing them with rewards to commit to shared vision (Luke Secondary); (5) developing collaborative cultures and providing teachers and learners positive feedback (Benjamin Primary); (6) restructuring and developing a shared vision, and distributing leadership in the school (James Secondary); (7) building a school culture that promotes successful academic improvement (Luke Combined).

All these transformational leadership approaches were said to make a great contribution to school improvement. On the same note principals highlighted the instructional leadership which is integrated with transformational leadership to have shown significant contribution to enhancing teaching and learning. The strategies adopted by principals include among other practices; (1) supporting teaching and learning by providing resources and supporting individual teachers where necessary especially newly appointed teachers (James Secondary); (2) encouraging teachers to use learner centered instruction (All schools); (3) involving teachers and where possible parents in decision making (All schools); (4) establishing multiple forms of teams in the school that are linked to teaching and learning (Benjamin Combined); (5) promoting positive team working in the school (Luke Secondary); (6) providing effective communication with teachers, learners and parents (Luke Secondary); (7) providing staff development at school level to update instructional practices (All schools).

In addition, these identified transformational and instructional approaches identified by participants were contributing to school improvement, the principal of James Secondary commented that:

The purpose of motivating and rewarding teachers which are key elements of both instructional and transformational leadership is to strengthen teachers to have more passion on their job and to help them reach their highest potentiality.

This was supported by the principal of Mathew primary who said:

The motivation of teachers is aimed at increasing student's learning interests and to promote students to direct their own learning. Motivation of both teachers and students promotes a culture of teaching and learning because everyone will be happy. There is nothing as enjoyable as leading a school where everyone is motivated and happy, there is no gossiping about the principal, everyone supports each other, and this creates a culture of effective teaching and learning.

Responses from participants suggest that instructional and transformational leadership approaches have the potential to improve the culture of teaching and learning.

3.3. Creating a culture of teaching and learning through integrating instructional and transformational leadership

The concept of a culture of teaching and learning is widely used in the context of South African system of education and the world over. It refers to the general attitudes of all stakeholders towards the provision of quality teaching and learning in schools and the major processes in which schools should promote quality learning outcomes and where all stakeholders value processes of teaching and learning [31]. I define a culture of teaching and learning as the integration of all activities that would enhance effective teaching by developing organizational structures and instructional programs that focus specifically on aspects of academic achievement for all learners. Evidence from the interview data indicate that by integrating instructional and transformational leadership, schools have the potential of enhancing the achievement of their goals. It emerged from the study that, Transformational leadership approaches have the potential to restructure, develop a shared vision and distribute leadership and at the same time building a culture and climate that promotes school improvement. On the other hand, instructional leadership is anchored on communicating high expectations for teachers and learners, supervising instruction, coordinating the school curriculum, promoting a climate for effective teaching, and learning and creating a supportive work environment. All these futures of both instructional and transformational as shown from the responses are key elements or conditions necessary to create a culture of teaching and learning. The principal of Peter secondary was of a firm opinion that instructional leadership when integrated with transformational leadership approaches was critical in creating a culture of teaching and learning. She asserted that:

In line with the core purpose of principalship which every principal in South Africa is aware of as stated in our National Education Policy on the Standards for Principals of 2016 is mainly to create a climate or school organization where all stakeholders understand that every learner must be supported, and schools should create conditions for effective teaching and learning. Be that as it may, in this school i am responsible for creating a conducive environment for effective teaching and learning, thus promoting a culture of teaching and learning is my focus.

In addition to this argument the principal of Luke secondary felt that:

The principal in a school has many responsibilities but the most important is ensuring that a culture of teaching and learning prevails in the school. My important duties in the school as a principal are to make sure that the school is functional, that there is good quality teaching and learning taking place in the classrooms every day of the school calendar.

In all the six schools' participants indicated that it was the role of the school principal to promote a culture of high achievement for all learners by communicating and implementing a common vision that is shared by all stakeholders.

3.4. Integrating instructional and transformational leadership in schools

The purpose of this study was to understand how the integration of instructional and transformational leadership models enhanced the quality of teaching and learning in South African schools' context. As indicated in the study literature review, several researchers have examined the effects of transformational and instructional leadership on school restructuring and improvement and their findings support the belief that transformational and instructional leadership strongly contributes to overall school improvement [31]. This study also reveals several interesting findings related to instructional and transformational leadership in South African schools. Put together, the results indicate that principals are accountable and responsible for the achievement of the learners and these positive learning outcomes are achieved through the adoption of integrating instructional and transformational leadership effectively.

The study findings indicated that principals as leaders are responsible for ensuring that school improvement in terms of results are obtained in an efficient manner by creating a good and stimulating work environment for staff members, and for the school's achievement of good results. Both instructional and transformational leadership approaches have been said to be characterized as strong, directive leadership approaches focused on curriculum and instruction by both the principal and SMTs. It emerged that the two models are also characterized with leadership approaches such as shared leadership, teacher leadership, distributed leadership [28] and these approaches are seen to be capable of enhancing learner achievement. As indicated by participants the integration of instructional and transformational leadership approaches provided an intellectual direction aiming at innovation within the school organization while also empowering and supporting teachers as partners in decision making and implementation. Functions related to managing the instructional program including supervising and evaluating the instruction, coordinating the curriculum, and monitoring student progress were noted as both instructional and transformational approaches adopted by principals to enhance the culture of teaching and learning. Promoting a positive learning climate, including other several functions such as protecting instructional time, promoting professional development, providing rewards, motivation and incentives for learners and teachers were noted as key instructional and transformational models' principals use to promote a culture of teaching and learning.

An important finding in this study was that principals cannot create all conditions necessary for effective teaching and learning on their own but would require the support from SMTs and in some cases the School Governing Bodies (SGBs). Leadership to enhance the achievement of goals does not rely solely on the principal but is supported and distributed according to expertise among teachers [39], [40]. Instructional leadership is characterized as a top down approach to school leadership, which focuses on the coordination and control of instruction [41]. On the other hand, transformational leadership is described as a shared or distributed leadership which stimulates change through bottom-up participation hence the need to integrate the two models to achieve a comprehensive teaching and learning outcome [6]. Goff et al. argue that first order targets for change suggest that instructional leaders seek to have a direct impact on instruction in the classroom by setting goals, directly supervising teachers, and coordinating the curriculum [42]. Conversely, transformational leaders seek to increase the capacity of teachers and other significant people in the school as a way of producing first order effects. Transformational leaders try to create a climate in which teachers can share their learning, they also work to identify personal goals linking them to school goals and focus on transforming the organization. Given these arguments, the two approaches that is, transformational and instructional leadership need to be integrated since they are overlapping in their methodological approaches.

4. Conclusion

The study highlights how six different types of leaders work together to improve instruction and student learning. The study illustrates how principals can integrate leadership models in hierarchical school structures while also taking notice of teachers', learners', and parents' needs to improve school learning. A mix of instructional and transformational leadership provides for quality learning outcomes, which lead to the achievement of school goals. The ideal way to achieve a sustainable and holistic achievement in schools is to integrate different leadership models. The research and literature show effective teacher education, and the essential ingredients to a learning program are teacher training, teaching program, mission statement, communication, student support, intellectual stimulation, school spirit, school structure, teacher's supervision, and student motivation. The results found that teachers and leaders need to combine schools to present a strong leadership model. This study extends our understanding of the importance of integrating models to achieve a comprehensive teaching and learning climate. The report shows the importance of interdependent leadership models that enable the education system to move forward and improve performance. When there is leadership throughout the school system, it highlights the importance of shared leadership among staff. This study shows how effective the integration of leadership models can promote a culture of teaching and learning. Hallinger argues that an ideal type of leadership would integrate an instructional model with a transformational leadership model.

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Declarations

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