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educational leadership and the path to success”**

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“Understanding the relationship between educational leadership and the path to success”

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Abstract:

This study is an empirical investigation into the connection between school leadership and path to success. The big question is, "What kinds of school administration are most likely to help students get on the right track?" By focusing on the leadership styles and methods used by school administrators, this study aims to add to and deepen the current body of literature on the topic. The research method is a case study, which looks into a phenomenon in its natural environment. Each of the five case studies will use a triangulation of data from different sources, including document analysis (Ofsted inspection reports), semi-structured interviews, and participant observations, to arrive at their conclusions. Teachers and members of administrative teams are participating in this research. The researcher will use a variety of methods to gather information about the teachers, middle managers, and senior school leaders in order to learn about their perspectives on leadership and its effects on their roles, responsibilities, and feelings of ownership over school improvement.

Key words: educational leadership, relationship, success, school leadership, school administration, perspectives, path.

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فهم العلاقة بين القيادة التربوية والطريق إلى النجاح

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المستخلص:

هذه الدراسة هي تحقيق تجريبي في العلاقة بين القيادة المدرسية والطريق الي النجاح. السؤال الكبير هو، "ما هي أنواع الإدارة المدرسية التي من المرجح أن تساعد الطلاب على المسار الصحيح؟" من خلال التركيز على أساليب وأساليب القيادة التي يستخدمها مديرو المدارس، تهدف هذه الدراسة إلى إضافة وتعميق مجموعة الأدبيات الحالية حول هذا الموضوع. منهج البحث هو دراسة حالة تبحث في ظاهرة في بيئتها الطبيعية. ستستخدم كل دراسة من دراسات الحالة الخمس تثليثاً للبيانات من مصادر مختلفة، بما في ذلك تحليل الوثائق) تقارير التفتيش (المقابلات شبه المنظمة، وملاحظات المشاركين، للتوصل إلى استنتاجاتهم. يشارك في هذا البحث أساتذة وأعضاء من الفرق الإدارية. سيستخدم الباحث مجموعة متنوعة من الأساليب لجمع المعلومات حول المعلمين والمديرين المتوسطين وقادة المدارس العليا من أجل التعرف على وجهات نظرهم حول القيادة وتأثيراتها على أدوارهم ومسؤولياتهم ومشاعر الملكية تجاه تحسين المدرسة .

الكلمات المفتاحية: القيادة التربوية، العلاقة، النجاح، القيادة المدرسية، الإدارة المدرسية، وجهات النظر، المسار.

Introduction

There is a general consensus that good leadership leads to better educational outcomes. Research investigating the connection between leadership styles and student achievement is strongly encouraged by reviews of educational leadership and school reform.

Many modern educators place a premium on developing effective leaders. To reform, this is essential. The general public thinks it should be prioritized in educational institutions. Therefore, it should come as no surprise that many people are attempting to make a fortune by selling their supposedly superior ideas on how to be a great educational leader. Indeed, leadership as a noun is a booming business. Leadership styles range from "primal" to "transformational" to "instructional" to "moral" to "constructivist" to "servant" to "cultural" to "instructional." Some of them can be considered leadership theories, and a few of them are even tried and true. However, most of them are little more than empty slogans. For instance, the terms "instructional leadership" and "learning-centered leadership," both of which are widely used in the United States and the United Kingdom, are often used interchangeably for the vaguer concept of "good" leadership, and almost never refer to specific models of instructional or learning-centered leadership that have some conceptual coherence and a body of evidence testing their effects on organizations and pupils.

There is little empirical evidence that students learn more when a greater percentage of school leadership comes from non-traditional sources, but both teacher leadership and distributed leadership qualify as movements motivated considerably more by philosophy and democratic values. Some argue that greater leadership is better because it allows the organization's full potential to be fulfilled and because Sergiovanni (1999) urges us to strive towards "leaderful" organizations in which everyone can and should take on leadership responsibilities. However, there are three problems with this reasoning.

To begin with, it makes a factual claim, namely, that greater leadership is always preferable. Assuming "better" refers in some way to student learning, there has been very little recorded actual study to support this assumption. For instance, a recent study looked at the impact of various types of leadership on student engagement and found that while principal leadership was significantly related to student engagement, "total leadership" — the sum of leadership from all sources — had no effect.

One more problem with the "everyone is a leader" view is that it leaves open the question of what exactly we mean when we talk about leadership. Much of the literature on teacher leadership focuses on school administrators or describes them doing duties that are commonplace for any group of professionals. For instance, collaborative problem solving and shared decision making are crucial to a school's success. Where does the term "distributed leadership" come from, though? Most of us place a high value on these pursuits, but they are not synonymous with leadership. If this isn't done, the idea loses its individuality and relevance.

Efficient and equitable education relies on strong educational leadership, which acts as a crucial link between classrooms, schools, and the larger education system. Leadership in each school has the potential to influence the environment and context in which teaching and learning take place, ultimately leading to better outcomes for students. School administrators can connect and adjust to the outside world beyond the walls of the institution. Furthermore, school leadership acts as a link between internal school improvement processes and externally-initiated reform at the interface between schools and larger systems.

However, educational leadership does not function in vacuums. The demands placed on schools and their administrators have shifted significantly as nations work to update their education systems to meet the needs of modern society. Many nations have devolved decision-making authority to schools while simultaneously consolidating standards and accountability mandates and pushing for the widespread adoption of innovative, evidence-based pedagogical practices. As a result of these shifts, the pressure on school administrators has increased. With greater freedom and responsibility comes a greater need for strong educational leadership.

Now let's discuss what "educational leadership" means and how it relates to students' future achievement.

Research problem:

Ideas of "educational leadership" and "the way forward." According to Southworth (2003), educational administration is the study and practice of leading educational institutions. Therefore, in this proposed research, when we talk about educational leadership, we're usually referring to administrative roles in schools like principals, vice principals, subject area coordinators, and heads of year. In the literature, "educational leadership" is frequently used interchangeably with "school leadership." In

addition, I consider "school improvement" to be an institutionalized learning process whose end goals are the development of students as individuals and the strengthening of the school as an institution.

From the above the main question of the research is:

“what is the relationship between educational leadership and the path to success?”

Sub questions:

- How does educational leadership contribute to the path of success?
- What is the role of teachers in path to success?
- What is the contribution of the leaders own professional development for path to success?

Research Aim:

The most glaring effect of moving toward a "self-improving" school, as stated by Cooke et al. (2015), is giving school administrators more freedom and discretion. Educators in positions of authority can use this to their advantage to improve the educational system as a whole. Given the significance of educational leaders in K-12, higher education, and adult learning settings, this study seeks to identify the most productive leadership forms (models) that lead to positive outcomes.

Research objectives:

- The purpose of this study is to investigate the tactics employed by school administrators to launch and maintain successful improvement initiatives for the success of teachers.
- The key to success lies in deciphering the connections between faculty members and leadership training.

Literature review:

Educational Leadership Styles

This section answers the study's central question by outlining five distinct approaches to school administration. Many different theories and models of leadership have been developed as a result of the extensive research conducted on the topic of leadership in both business and academic settings. Some writers have made an effort to group these varied ideas into a few major categories. Managerial leadership, transformational leadership, participatory leadership, interpersonal leadership, transactional leadership,

postmodern leadership, moral leadership, instructional leadership, and contingent leadership are the nine pillars of leadership theory. Despite the authors' clear foundation for these nine models, they argue that more empirical support is needed to fully grasp their conceptions due to the concepts' variability.

I attempt to define the five most common types of leadership seen in educational systems, including instructional leadership, transformational leadership (Burns, 1978), transactional leadership (Bass, 1985), distributed leadership (Gronn, 2002), and contingent leadership (Fiedler, 1964), in line with the work of Bush and Glover.

Due to the fact that context is fundamental to the success of school development initiatives, Table-1 below describes the leadership approaches via these three lenses: leadership focus, participant impact, and contextual concerns.

	Focus of Leadership	Impact on Participants	Contextual considerations
Instructional Leadership (IL)	It focuses on managing teaching and learning.	It focuses on academic progress of students and improves student learning (Hallinger, 2003). Provides professional development for teachers (Hallinger, 2007).	Builds a positive school-learning climate by providing incentives for teaching & learning; and promoting professional development.
Transformational Leadership (TL)	The relationship between the leader and participants is one of collective 'power'. The focus is on the organisation.	Inspires and motivates participants toward a common vision and to work for the good of the organisation.	Builds a culture of shared values, cooperation, encouragement and collaboration within the organisation. Works best when change is essential (Spillane, 2006).
Transactional Leadership	Leadership is based on an exchange relationship between leader and follower (Burns, 1978).	The follower offers productivity and commitment to the organisation and receives reward in return (Menon, 2011).	Leaders usually do not change the organisational culture rather they work in the existing culture.
Distributed Leadership (DL)	Leadership is experienced by many across the organisation.	Focuses on the expertise of participants and aligns expertise with the task to be completed.	Builds a culture of commitment, collaboration and values the expertise of participants.
Contingent Leadership	Leaders adapt leadership styles according to the situation (Bush, 2008).	The influence of leaders depends on their capabilities to adapt their behaviours to the situation.	This approach is particularly important in difficult times when leaders need to assess the situation and react appropriately rather than relying on a standard leadership model (Bush, 2008).

Because of their emphasis on leadership and employee involvement, the leadership styles listed in the table above can be effectively used to the improvement of educational institutions. In other words, the following reasons illustrate how these components serve the study's goals, central themes, and central research question. There are three main benefits to these leadership styles: first, they improve human, social, leadership, school, and decision capacity; second, they foster a culture of commitment, collaboration, and value the expertise of teachers and the leadership team; and third, they inspire and motivate teachers to work toward a common vision and for the good of the organization, in general. In this regard, effective and successful leaders learn from others in terms of how to enable their workers achieve the aims of the institution by giving them the support and encouragement they need. An example of this idea is when school principal hold meeting with the teachers in the school to inform them about the goals and aims of the school which all of them should be involved. In this manner, the school principal should have personal qualities reflected on his leadership practices which, in turn, leads to the success of the teachers and the students as well. According to Gurr D. (2017) “there are many personal qualities, beliefs and values that help principals be successful leaders. Acumen, optimism, persistence, trust (behaving in a way that promotes the attribution of trust in the leader by others, and also displaying trust in others), tolerance, empathy and alertness”. Therefore, leadership characteristics, dispositions and qualities are developed over the time by learning from other leadership practices.

Inquiries I've conducted into the topic of educational leadership styles have revealed, on the one hand, that some studies view a singular style of leadership as a powerful model for enhancing learning in the classroom. As an illustration, Dommick's (2000) research implies that a certain kind of leadership is required to contribute to school improvement and educational results, and that this kind of leadership must prioritize teaching and learning. Instructional leadership, leadership for learning, or leadership of teaching and learning are all terms used to describe the paradigm shown in the table above. Although there are some shortcomings to so some of the listed educational theories above in the table, they have common aim which is oriented towards achieving the institution goals. For example, the transformational leadership theory listed in the table focuses on the mutual relationships between leaders and followers in an inviting atmosphere so as to create success in the institution by inspiring and

motivating the workers to achieve the goals of the institution successfully. Gurr D. (2017) explained that developing leadership in others should be oriented on focusing on their work. In essence, school leaders, for example, develop a view of leadership practices that empower them to lead a school community successfully.

Domnick's argument was later backed up by Robinson's (2007) view of instructional leadership as leadership with a significant impact on boosting school and student accomplishment. However, in his research on leadership, Spillane (2005, 2006) concurred with them and found that distributed leadership practice can be used as a conceptual or diagnostic tool for individuals considering school leadership.

On the other hand, scholars like Menon (2013) and Cruickshank (2017) dispute the effectiveness of the aforementioned unified strategy in bettering educational institutions and the outcomes of their students. A more in-depth discussion of the benefits of an integrated style of leadership may be found in (Day et al., 2016). Other research corroborated the integrated model and suggested that a blend of leadership styles produces the best results. For instance, Hallinger was one of the theorists that advocated a hybrid model of leadership that included instructional and transformative techniques (Hallinger, 2003; Hallinger, 2007).

As a result, there are a number of theoretical frameworks to consider, but the primary objective of the proposed research is to determine which model or combination of models is most likely to contribute to the path of success.

Educational leadership contributes to the path of success

The routes that school heads can use to ensure achievement. Teacher practices and teaching quality have been the primary focus of most research on the effect of school leadership on school improvement and student learning. For instance, Robinson (2007), Leithwood et al. (2006), and Menon (2011) all cite studies that show how leaders in schools can positively affect student outcomes through influencing teachers' practices and curricula.

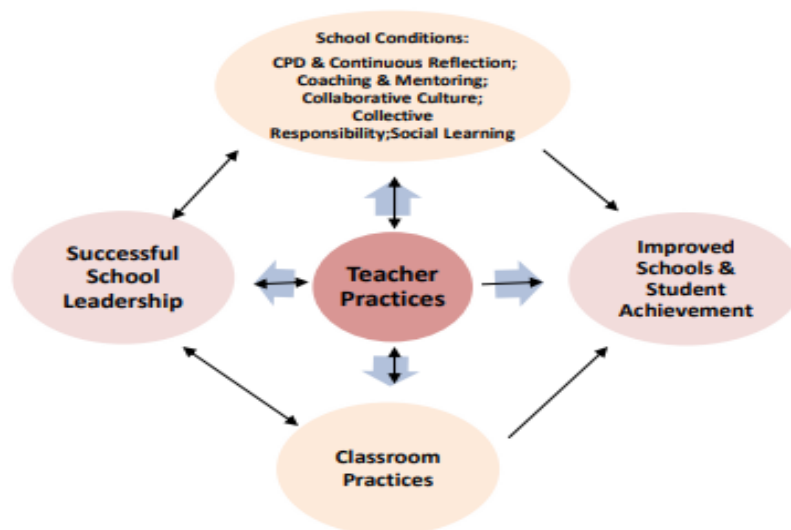
Louis (2015) argues that principals should work to lessen teachers' feelings of isolation and foster the growth of professional communities as a means of boosting student learning and school success. Similar to the concept of "community of practice" by (Lave & Wenger, 1991), she describes the idea

of "professional community," but with an emphasis on educational professionalism, which is characterized by formalized training. Because the quality of teachers' work is influenced not only by their knowledge, training, and experience, but also by the social conditions that they encounter in a school, Louis believes that future studies in school effectiveness should not solely focus on teachers. The interactions they have with other educators are the bedrock of the professional community that fosters the conditions necessary for effective individual and group learning that leads to transformation.

Consistent with Louis, Reynolds et al. (2014) characterize the process of school improvement through the design of the school's structure and culture, highlighting the importance of distributed leadership practice, encouraging people to work together in PLCs, leveraging leaders' influence to create a culture of learning across and within the school (learning community), and the need for leaders to get external support in developing.

According to their research, a successful technique for fostering a culture of learning in which all stakeholders are actively involved in considering ways to enhance the educational environment is widespread implementation of the professional learning communities (PLCs) model.

The conceptual framework for the path to success is first depicted in Figure-below, which was developed from the aforementioned study by Louis (2015). The fact that teachers' practices come in the middle of the path to success and student accomplishment is indicative of the fundamental



role that teachers play in those outcomes. Due to its foundation in the existing literature, this framework may undergo modification after further research and in-depth analysis of school leadership methods.

The role of teachers in path to success

Teachers' contributions to student learning. As was mentioned before, effective school leadership is crucial for students' academic growth.

Researchers in a number of different nations (OECD) have come to the same conclusion as Pont et al. (2008): effective leadership practice is one of the first stages on the road to continual improvement in schools and regions.

According to a recent assessment titled "The school leadership challenges: 2022" (Teach First, Teaching Leaders, & The Future Leaders Trust, 2016), the majority of the literature acknowledges that effective leadership is crucial to a school's capacity for growth and success. It is also less likely to progress without effective leadership, as confirmed by the analysis analyzing previous inspections of some schools in England. The data showed that schools where leadership quality was rated higher than overall performance improved 10 times more frequently in subsequent inspections than schools where leadership quality was rated lower than overall performance.

While it's true that principals can't directly impact students' grades, the best ones can improve learning environments by setting high standards for instruction, some administrative teams may do a better job of inspiring their employees and keeping tabs on their progress than others.

There must be some commonalities among the decisions, strategies, and actions of the administrators of high-achieving schools.

The contribution of the leaders owns professional development for path to success

Many people associate leadership with affluence and prosperity. This statement has been referenced frequently throughout the course of the current research, and it has also been cited frequently by other researchers, such as Southworth (2003), who sees leadership as a primary factor in enhancing educational institutions; Bush (2008), who acknowledges outstanding leadership as a key characteristic of outstanding schools; and Demie and McLean (2016), who use case studies to highlight the significance of educational leadership. Policymakers have also shared this

sentiment. By way of illustration, Bush (2008) cites England's National College for School Leadership (NCSL) to support his argument that enhancing the quality of educational leadership is crucial to achieving successful school improvement.

This assertion is corroborated by the aforementioned report on future issues facing school administration. This analysis identified effective school leadership as a critical factor in student achievement and predicted a leadership crisis in English schools within the next five to seven years. Up to 19,000 leaders could be in short supply by 2022. The survey concluded that things could grow far worse, especially in America's secondary institutions. Possible school leadership candidates are disillusioned with the position and lack the motivation to apply, recruitment and placement are inconsistent, leadership development opportunities are scarce and inconsistent, and leaders do not receive the support or feel the motivation that would keep them in their positions, all of which are problems identified in this report.

The solutions proposed are to change the sector culture to promote organized leadership development and progression, to raise awareness of the positive impact of school leaders, and to train and develop a new generation of leaders through more effective opportunities that encourage career progression to headship.

I will analyze the effects of leadership preparation, induction, and continuous support on school performance to learn if they lead to improved school leadership and to discover the role that leaders own professional development plays in the path to success.

Methodology

To better understand a phenomenon in its natural habitat, I want to employ a case study strategy. According to Sharp (2009), the purpose of case study research in education is to understand the interconnections between individuals, communities, and systems rather than to focus on individual variables. A case study's "case" is an independent, well-defined examination that can be limited in scope based on the people involved, the events that took place, the setting, or any combination of these factors.

First, the case study method yields detailed and genuine information. Second, it fits my study topics because it is descriptive and exploratory. Because it involves observing, describing, analyzing, and

interpreting the behavior of real people in real settings; exploring the characteristics and details of complex situations; and providing detailed and progressive stories, case study research has the potential to provide the researcher with a level of detail which cannot be achieved by any other means, as asserted by Dawson (2009).

This research is a case study, thus we analyzed documents (Ofsted inspection reports), conducted interviews with relevant stakeholders, and conducted fieldwork to collect firsthand accounts of events. These strategies are what I'm doing to get at the answers to my primary research topics. The researcher analyzed about 40 documents from different schools in one of the districts in Saudi Arabia. The documents were about 20 school principals related to their supervisory and leadership practices in the schools. The principals kept the documents in the portfolio of the teachers based on class observations to the teachers in terms of how the teachers manage their classes and deliver their lessons successfully. The documents are also related to 25 teachers from different schools in one of the districts in Saudi Arabia. The teachers used the documents and the reports they receive from the school principals in order to evaluate their work and develop their teaching practices which, in turn, affected the success of the students positively.

To answer the central research question and gain insight into the kind of leadership that are most helpful to organizations on their way to success, I plan to conduct in-depth case studies.

Participant-observation is a method I employ in classrooms to immerse myself in my subjects' experiences. Here, I do my best to blend in with the student body so that I may gain the trust of my research subjects. I hope to learn more about the individuals I'm studying by immersing myself in their culture and carefully observing their behavior, motivation, and views.

Taking into account that this would be an obvious case of participant observation in which everyone is aware of my presence and intentions. This form of data collection is beneficial and fruitful for qualitative inquiry, as confirmed by Dawson (2009), as it places the researcher in the center of the action or experience she is studying.

There will be three stages of analysis for the data gathered in this study. Document analysis of Ofsted inspection reports released within the selected schools yields quantitative data during the initial step of data gathering. The second phase of data collecting, semi-structured interviews,

elicit a rich diversity of participant viewpoints on the leadership styles that bring about change in school improvement processes. The method of Interpretative Phenomenological Analysis (IPA) will be used to examine this qualitative data.

Smith and Osborn (2007) state that the purpose of an IPA approach is to learn more about the meaning that individuals place on their own lives and the lives of those around them. The significance of participants' interpretations of experiences, events, and states is central to an IPA analysis. Because both the participants and the researcher are engaged in an effort to make sense of the environment for themselves, IPA can be thought of as a two-stage interpretive process (ibid., 2007). As was previously mentioned, participant observations constitute the third stage of data gathering. The observation data will be analyzed by me using descriptive codes. Coding, as defined by Dawson (2009), is the process of assigning a brief word or phrase to a specific set of data in order to categorize and provide context for that data.

The findings of this study will benefit the field of education by proposing a model of educational leadership that facilitates productive change in educational institutions.

Results and discussion

The results of the study indicated that successful leadership in schools is the type of leadership that give support and motivation for the teachers to develop professionally which , in turn, leads to the success of the school goals. The findings of the research showed that transformational leadership style which focuses on the mutual relationships between leaders and followers in an inviting atmosphere is the best leadership style in order to achieve success for both the teachers and students in the schools. The previous idea was concluded based on the analysis of the 40 documents of the principals and teachers in one of the districts in Saudi Arabia, In this regard, the teachers were enthusiastic and ready to develop their instructional practices based on the support they receive from their school principals. The finding also showed that successful school leadership leads to successful teaching which is reflected on better academic achievement of the students. In this regard, the results support what Gurr D. (2017) claimed about empowering followers by the leaders to be successful workers.

However, the results pointed out that some teachers do not prefer the type of leadership that focuses on inspection rather than supervision. The teachers were not satisfied of the class observation from their school principals that was primarily concerned on inspection without positive feedback or support. The previous idea supports what Dommick's (2000) that claimed the absence of successful school leadership did not contribute to school improvement and educational results. In addition, the results of the research showed that some school leadership in Saudi Arabia need to learn more about the successful leadership practices and how to develop their teachers professional far away from the inspection system.

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