



Effects of School Leaders Behavior on Teachers Collaboration at Secondary Level

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ABSTRACT

Educational institution more and more give to emphasized teacher collaboration to improve school effectiveness. This study investigated how teacher collaboration and leaders conduct relate to one another at the secondary level in Muzaffarabad, Azad Jammu and Kashmir the research was supported by theory of planned behavior which illuminated how individuals intentions were shaped by attitudes and perception. A descriptive quantitative research design was adopted. Data was collected from 174 randomly selected female secondary school teachers across 57 school using a likert scales questionnaire developed by the researcher. The instruments measured teacher perceptions of their principal leadership behavior and the extent of teacher collaboration. Data was analyzed through SPSS using descriptive statistics, Pearson correlation and regression analysis. Conclusion revealed a statistically significant positive relationship between leader's behavior and teacher collaboration however demographics variables such as age academic qualification and teaching experiences did not show a significant impact on collaboration levels the study confirmed that supportive and participative leadership positively contributed to a collaborative school culture. These finding added to the existing body of literature by highlighting the importance of principal behavior in fostering teacher collaboration the study recommended leadership developments programs that promoted collaborative environments to improve institutional performance and teacher relationship. Future studies were recommended to investigate the long term effects of leadership conduct on student's efficacy.

Introduction

Effective school leadership was crucial for enhancing student outcomes, and research had identified five key dimensions that impacted academic and social outcomes. These factor included

setting clear goals, managed own resources, supportive environment, planned and evaluated education, as well as promoted instructor knowledge and growth. By understanding the relative impact of these dimensions, school leaders can adopt targeted strategies to maximize student outcomes. However, the complexity of leadership practices demanded further research to discern the specific qualities that truly made a difference and to explore how leaders can effectively implemented these dimensions to drive improved student outcomes (Robinson, 2007).

This study was part of a comprehensive project investigated and successful leader's impact on student learning outcomes. Specifically, we aimed to elucidate the intricate links between leadership at various levels - state, district, and school - and the resultant learning outcomes. Our research revealed that school leaders' collective intelligence and effectiveness, or their self-assurance in their ability to drive school improvement, served as a pivotal link in this chain. Furthermore, this sense of efficacy was significantly influenced by district leadership and other organizational conditions, sense of ability belief about own ability, and the ability colleagues collectively to perform task. It was ability belief not actual ability Bandura (1997) was the prominent theorist behind the concept of self – efficacy.

Through processes of personal agency individuals make accountable contributions to their own functioning. Performed the tasks and achieved own goals. It was belief about ability non actual ability. (Bandura 1997a) was the most prominent theorist; self-efficacy influenced their performance and achievements. Positive self-efficacy beliefs led to job success, improved performance, and regular attendance. This was especially true for teacher to improve with tasks performance and students outcomes. (Prussia, Anderson, & Manz 1998) and (Tschannen-Moran & Hoy, 2001) their confidence effected both teacher and students performance. There was a notable gap in understanding leader's efficacy beliefs and their underlying factors (Kenneth & Jantzi, 2008)

Most of the evidence showed that leadership made a difference in School. Leaders, like principals, played a big role in how well schools performed.. Many scholars have made sustained contribution on how formal leadership from principal effected and verity of school outcomes studies looked at what made a good school leader, but it was hard to compare them because each focused on different aspects.. This paper examined three important things school leaders did: helping teachers improve, sharing leadership with others, and building trust. It aimed to see how these things affected how teachers taught and how students performed. Moran & Barr (2004) and other groups of non-school employees (Moore, & Scott, 1996) (Karen Seashore Louis Beverly Dretzke and Kyla Wahlstrom, 2004).

According to Christopher Day, This study showed how effective school leaders combined two often-separate leadership approaches transformational and instructional leadership in different ways depending on their schools development stage. By doing so, they created better environment to improve student outcome ;(Day, Christopher and Gu, Qing, Sammons and Pam, 2016).

Nearly forty years' worth of research on the value of school leadership for school reform looked at a variety of leadership positions, including those of assistant principal teacher and other school staff in addition to the principal. However, much of this work is examined sources of leadership separately (Neumerski, 2013), As a consequence, a significant knowledge gap remained in the research on how principal and teacher leadership interacted and how they were linked to student learning (Neumerski, 2013). The relationship between principal and teacher leadership and students involvement was researched by, Leithwood and Jantzi (1999, 2000a, 2008) trading as taylor and Francis Group, one of the few studies that looked at these two systems as distinct but connected. Using data from urban primary school, Subastian, Allernsworth and huang (2016)

conducted a second study that examined the relationship between student's achievement growth and principal and teacher leadership. In this study, we extended previous effort (Sebastian et al., 2016) to understand whether teacher leadership in urban high schools had a similar facilitating role between principals and school processes to improve student learning.

Education was a vital tool for a country to achieve sustainability as well as economic and societal goals (McGrath & Powell, 2016; Vladimirovaa & Le Blanc, 2015). However, the success of a country's educational system depends on the quality of its educational products in contributing to the nation's economic growth and development. Instructional leadership bordered on activities, such as directing, resource provisioning and assisting teachers toward achieving the school's goals (Akram et al., 2017). It consisted of several tasks, such as supervision of classroom instruction, as well as staff and curriculum development (Smith & Andrews, 1989). Instructional leadership also encompasses a number of functions, such as coaching, critical reflection, teacher collaboration, teachers as action researchers, and generally, collaborative and critical thinking about the quality of teaching (Aina, 2016). Effective teaching and learning in school was essential to establishing and maintaining the quality of these educational outputs. To ensure effective teaching and learning, the school principals played a vital role because they were responsible for the quality of teaching and learning as well as curriculum and capacity development (Ma & Marion, 2019). Thus, they impacted the way teachers behaved in order to accomplish the objectives and guarantee that students were educated. Additionally, the system's output, the students, had a tendency to mimic the actions of their teachers. Therefore, as these were some of the primary elements influencing students needed to be proficient in both classroom management and pedagogical understanding, finding the school level elements may be have effected students learning outcomes had been one of the most popular goals of the educational research. In the field of study school leadership become a significant determinant. As a result, many educational administration scholars were very interested in figuring out how school leadership affects student's accomplishment. These scholars reported either direct (Chen et al., 2022 ;) or indirect (Bruggencate et al., 2012) influence of leadership models, practices, and qualifications on student achievement. As a result, they concluded that student's achievement was influenced by leadership. In order to ensure successful implementation and conformity with educational standards and objectives, principals played a critical role in curriculum management. Firstly, principals were responsible for collaboratively guiding teachers through the curriculum implementation process (Sofiah et al., 2023). To achieve this, they had to possess in-depth knowledge of the curriculum, its underlying paradigms, and how to interpret it for practical application (Mummuh, 2022). Additionally, effective principals adapted leadership skills such as communication, problem-solving, and delegating tasks to capable individuals (Daulay et al., 2022) this study's main objective was systematically analyzed the existing literature regarding the role of principals in curriculum management. Therefore In the context of school leadership, this study will offer a thorough review of current trends, knowledge gap, and innovation potential. It was intended that by achieving this goal, the study will significantly advance the philosophy and practice of education leadership that is pertinent to today s demands. This study reviewed the most recent research on the function of principal in curriculum management in a methodical manner. Given the sound conceptual framework and suitable research techniques, it was anticipated that this study would offer a deeper and more pertinent comprehension of the intricacy of the principal job in overseeing the curriculum in educational establishments.

By analyzing the antecedents and consequences found in an individual's environment as well as the learned connections she has formed from her experience, behavioral theory aims to explain human behavior three factors attitudes subjective standards and perceived behavioral control determine intents, which in turn drive behavior. Depending on how well individual actually

behavioral control external factors may also directly force or prevent behaviors, regardless of the underlying intention.

Statement of the problem

This research examined how ineffective school leaders behavior effects teacher collaboration at the secondary level. Weak teacher collaboration negatively impacts student's outcome and highlights the need for research based strategies. Secondary schools face serious challenges in curriculum implementation due to the poor collaboration among teachers, which is often linked to ineffective school leadership.

The lack of understanding about the relationship between school leaders behavior and teacher collaboration has delayed efforts to improve instructional practices teacher effectiveness, and student achievement. Therefore, this study seeks to investigate the relationship and identify strategies for improvement.

Objectives

1. To examine leaders behaviour at secondary level
2. To examine the aspect teacher collaboration at secondary level
3. To measure the relationship between school leaders support for teacher professional development.
4. To measure the effect of leaders behaviour on teachers collaboration

Literature Review

In the field of education, leadership had long been recognized as a critical factor influencing teacher practices and inclusive school improvement. Effective leader's behaviour could create an environment that encourage teacher to collaborate share qualified knowledge, and work collectively towards common educational goals. This was mostly important at the secondary school level, where subject specialization and heavy worry loads often create barriers to meaningful collaboration. Mchenry study emphasized the positive impact of supportive guidance on supporting teacher cooperation, while baloch botthe and pickert (2006) give emphasis to the role of Tran's formational management in building trust and shared commitment among teachers. Despite these international insights, there had been a lack of inquiries specifically focused on the leadership between leaders behaviour and teacher collaboration within the context of muzaffarabad, exclusively among female secondary school teachers.

This study examines a numbers of important characteristics including instructional leadership. The purpose of instructional leadership was to enhance instruction in order to fulfil the mission and goals of the school (Krug, 1992). In contrast to other forms of leadership, instructional leadership described the authority and actions that school principals employed to influence all people and circumstances connect to the teaching and learning processes in the school in order to accomplish successful learning and the desired outcomes (Şişman, 2018).). Principals who exercised instructional leadership guided the teaching process while keeping in mind that the school existed to support the development of its pupils (Özden, 2020).

Principals were able to complete their school's objectives and contribute to successful schools by humble responsibilities of instructional leadership. Principals who possessed both management and instructional leadership skills can successfully bought the school's staff together around a single goal (Özdemir & Sezgin, 2002) The objective of instructional leaders was goal-oriented, and they arranged the academic success of their students (Hallinger, 2003). Principals used three

fundamental aspects of instructional leadership to accomplish this goal: determining the school's objective, organisation curriculum, and forming a supportive learning environment (Hallinge & Murphy, 1985). In contrast to governmental leadership, instructional leadership had become so widespread and universal that it had been accepted as a new definition of school leadership in a number of nations (Liu et al., 2020).

By establishing direct aid to teachers, curriculum, and staff development, as well as action research, this leadership style consisted of both direct and indirect successes that impacted students' learning results (Glickman et al., 2021).

Numerous imperial studies had looked into this and discovered that the head's direction style affected the job agreement and self-confidence of Nigerian instructors. For example, Gyang (2018) examined how the leadership style of the principal affected the morale of teachers in the plateau state and found that the democratic style had a significant impact on the morale of senior secondary school instructors. at a similar vein, Shamaki (2015) found that principals' democratic leadership style increased teachers' productivity at public secondary schools in Taraba State. Teachers in Delta's secondary schools perform better under democratic leadership than under autocratic leadership, according to Duze's (2012) study on the impact of principal instructional methods on staff job performance.

According to Mrtropolis Okoji's (2015) study on secondary school teachers' work performance in the Ondo South Senatorial District, principals with authoritarian and democratic leadership styles had a good impact on teachers' job performance in public senior secondary schools in Port Harcourt. In contrast to democratic laissez-faire leadership styles, an autocratic principal's style had a favourable effect on teachers' work performance, according to a different study by Adeyemic (2010) that included a sample of secondary schools in Ondo State.

The accumulation of empirical information over the years has prompted researchers to perform review studies in order to compile the results showing a connection between student accomplishment and school leadership. Previous reviews of the literature have mostly concentrated on meta-analysis (Tan et al., 2022) or the synthesis of important findings (Grissom et al., 2021). While some researchers reviewed the conceptual and methodological advancements of research on school leadership and school improvement (Hallinger and Heck, 1996) and the nature of the relationship between leadership and student achievement (Hallinger and Heck, 1998), others focused on the magnitude of the impact of particular leadership types or sets of leadership practices.

Furthermore, some reviews were especially designed to summarize the results of the pertinent studies. Because school leadership impacts the school as a whole rather than just a particular classroom, it may even be more important than teacher, according to a more recent analysis of research done in the united states that only included longitudinal and experimental studies. For instance, Leithwood et al. (2004) developed a strong claim that, based on quantitative research findings, leadership is only second to teachers in influencing student achievement (Grissom et al., 2021). Overall, there had been a growing movement to study the literature on the relationship between student accomplishment and school leadership.

In the educational setting, leadership was crucial to the development and administration of curricula. The function of school administrators in deciding the course and caliber for learning in educational institutions is became more and more important in the face of the continually changing environment of the development of curriculum (Cet al., 2023).

Who took part in school leadership was a topic of significant discussion in organizational study

and school leadership. It was thought that only principals would pursue leadership responsibilities in early leadership studies since they were viewed as the only authoritative heads of hierarchically structured companies (Leithwood & Mascall, 2008). As stated by Darling-Hammond, Bullmaster, and Cobb (1995) and Scribner, Sawyer, Watson, and Myers (2007), teachers really played significant official and easy guidance persons in their institutes, either directly among their peers or indirectly in support of the principal's mission, goals, and efforts.

One of the most important elements influencing students' achievements, such as their understanding numbers and reading proficiency, their performance on school leaving exams, and their advancement to secondary and university education, included leadership (Bush & Glover, 2016).

Schools that operated in a hard climate and had the highest need were more affected (Duke & Salmonowicz, 2010). The school principal was typically in charge of implementing educational changes, including those that promoted efficient teaching and learning, particularly at the secondary level of education (Bhengu & Mkhize, 2013).

Research Methodology

This study employed a quantitative approach with a descriptive research strategy to examine the impact of leader's behavior on teacher collaboration a descriptive research design was used to systematically observe and analyzed existing conditions without manipulating variables, allowing for an objective assessment of relationship between leaders behavior and teacher collaboration. The research was carried from survey method and data were gathered through questionnaire, ensuring consistency and accuracy in responses. The purpose of this quantitative study was to define the relationship between leadership behaviour at secondary level and teacher collaboration in their school. The relationship between teacher collaboration and students achievement was also studied.

The population of this study consisted of both principal and teachers, ensuring an inclusive analysis of leadership behavior and teacher collaboration inside the institution. The total number of teacher in the selected school was 309. Since the study focused on leadership influence, principals were also included in the population to provide insights into their leadership styles and their impact on teacher collaboration. By selecting the entire population of female public schools in Muzaffarabad, this study confirmed accurate representation and meaningful finding relevant to the educational sector.

In this study, a random sampling technique was used to select teachers while ensuring balanced participant selection. However, since leadership behavior was a key factor of this study, all 57 school principals were included in the sample of provide insights into their leadership follows. From the total population of 309 teachers, a random selection process was applied to conclude the teacher sample.

Data collection was conducted using a standardized questionnaire administered to school principals and randomly selected teachers from 57 public sector female schools in Muzaffarabad. The questionnaire was distributed physically and electronically (if applicable) to ensure a higher response rate. Participants were given instructions on the purpose of the study, and ethical considerations such as confidentiality and voluntary participation were emphasized. Completed responses were collected within a specified timeframe for further analysis

Data Analysis and Interpretations

Table 1: The result of descriptive analysis used for the heads leader’s behavior.

Leader behavior	N	Minimum	Maximum	Mean	Std. Deviation
Human Relation	174	26	59	48.26	4.976
Decision Making	174	19	53	33.41	6.763
Instructional Leadership	174	22	48	32.49	4.550
Control Domain	174	6	66	17.11	5.504

The descriptive analysis of leader behavior based on sample of 174 respondents, shows varying perception across four dimensions: Human Relation (HR), Decision Making (DM), Instructional Leadership (IL), Control Domain (CD).The mean score of highest value HR 48.26 and std was 4.976 lowest means CD 17.11 std 5.504

Following the statistical analysis, the researcher concluded that teacher perceived human relation as the most prominent and supportive aspects of school leader ship behavior.

Table 2: Descriptive analysis of teacher collaboration

Teacher collaboration	N	Minimum	Maximum	Mean	Std. Deviation
Teacher collaboration	174	24.00	65.00	52.9658	7.09046

The average score for teacher collaboration was 52.97, showing that most teacher reported a good level of collaboration. There was some difference in their responses.

Table 3: Correlation analysis of leader support for teacher professional development

	R value	P value	Relationship	Significant
IL	.095	.212	Very weak	N significant
HM	.247**	.001	Moderate	Significant
DM	.507**	.000*	Strong	Significant
CD	.282*	.000*	Moderate	Significant
TC	.354	.000	Moderate	significant

IL and TC $r=.095$, $P=.212$ $P>0.05$ There was a weak and non-significant relationship instructional leadership and teacher collaboration

IL and HR $r=.247$, $p=.001$ $p<0.05$ A moderate positive and statistically significant relationship was found between instructional leadership and human relation

IL and DM $r=.507$, $p=.000$ $p< 0.05$ A strong and significant positive correlation was observed between instructional leadership and decision making

IL and CD $r=.282$, $p =.000$ $p< 0.05$ A moderate and statistically significant correlation was found between instructional leader ship and control domain.

Table 4: Analysis of regression

Modal summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.095 ^a	.009	.003	4.542

The model summary indicated a very weak relationship between the instructional leaders and teacher collaboration with an R value of.095.

The R square value was.009 suggesting that only 0.9% of the variation in teacher collaboration was explained by instructional leadership. The Adjusted R Square was.003, and the standard error of the estimate was 4.542 reflected a high level of unexplained variance in the model.

Table 5: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	32.423	1	32.423	1.571	.212 ^b
1 Residual	3549.072	172	20.634		
Total	3581.494	173			

a. Dependent Variable: IL

b. Predictors: (Constant), tc

The ANOVA test was conducted to define the significance of the regression model. The analysis showed that the model was not statistically significant=1.571, P=.212.This indicates that instructional leadership did not suggestively predict teacher collaboration.

Table 6: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.051	2.769		10.493	.000
	Tc	.065	.052	.095	1.254	.212

a. Dependent Variable: IL

The regression coefficient (B) for teacher collaboration was 0.065 with a p value of.212, which was not statistically significant. The standardized beta value was .095, which is representative of a weak and non-significant positive relationship between instructional leadership and teacher collaboration.

Conclusion

Under the framework of the Theory of Planned conduct, this study aimed to investigate how leader conduct affected teacher collaboration in secondary schools. Instead of yielding surprising or inflated results, the study provided a realistic and situation-specific insight of how leadership conduct affected professional dynamics in educational settings. A straightforward but profound reality was at the heart of the findings: leadership was essentially relational and behavioral in nature rather than only being about formal authority or administrative control. School leaders' behavior, communication, and participatory attitude were crucial in fostering or stifling collaborative spirit among instructors. Leadership behaviors had a subtle but significant impact on the company culture, even when they appeared to be normal.

The study suggested that schools flourished when their leaders were considerate, inclusive, and

human-centered. Collaboration was not just a policy need; it was fostered by regular encounters, mutual respect, and trust, all of which are frequently exemplified by individuals in positions of leadership. According to the Theory of Planned Behavior, this study supported the idea that behaviorally conscious leadership could influence group goals and instructional strategies in a constructive way. In summary, the study offered a topical and pertinent message—that when leaders lead with integrity and intention, teamwork becomes a natural result rather than a forced effort—but it makes no claims about groundbreaking discoveries. The persons in charge of the systems had to be the first to undergo educational reform if it was to be long- lasting

Recommendation

Based on the findings of this study regarding leader behavior and teacher collaboration at the secondary level, the following recommendations are proposed:

1. Enhancing Leadership Dimensions: School heads may be particularly strengthening the human relation dimension of leadership, as it was perceived by teachers as the most supportive aspect. Additionally, training programs should be organized to develop decision making, instructional leadership, and control domain skills, so that leadership effectiveness is balanced across all dimensions.

2. Promoting Teacher Collaboration: School management may be encourage regular collaborative meetings and shared planning sessions to further enhance the existing good level of teacher collaboration. Establishing Expert Knowledge Publics (PLCs) and allocating dedicated time for collaborative activities can systematically promote this culture.

3. Integrating Leadership Practices: Since decision making and human relation dimensions showed stronger and significant correlations with teacher collaboration, it is suggested that heads actively involve teachers in decision making processes and maintain supportive interpersonal relationships. This integrated approach can lead to better professional collaboration.

4. Focusing on Holistic Leadership: As instructional leadership alone did not significantly predict teacher collaboration, leaders should adopt a holistic style, blending instructional guidance with interpersonal support, fair control practices, and shared decision making to create a collaborative school environment.

5. Professional Development and Policy Support: Educational authorities and policymakers may be arrange workshops and seminars to train school heads on multi-dimensional leadership. Leadership models that promote comprehensive support to teachers, rather than focusing solely on instructional aspects, should be encouraged in policy and practice.

6. Future Research Directions: Further studies may be examine additional factors like organizational culture, resource availability, and teacher motivation that might significantly influence teacher collaboration. This can provide a comprehensive understanding of how guidance performance can effectively enhance collaboration among teachers.

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