



## Relationship between Transactional Leadership Style of Principals and Their Efficacy in Change Management at Secondary Level

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### ABSTRACT

*This study investigates the relationship between transactional leadership style adopted by principals and their effectiveness in managing change within secondary schools. Effective change management in educational institutions, particularly at the secondary level, is crucial for adapting to evolving educational landscapes and meeting the diverse needs of stakeholders. Principals play a pivotal role in facilitating and implementing change initiatives, making their leadership styles integral to the success of these endeavors. The objectives of this study were to 1) To investigate the leadership styles of Principal's at secondary school level. 2) To measure the principal's efficacy in change management at secondary school level. 3) To analyse the relationship between leadership styles of Principals and principal's efficacy in change management at secondary school level. This research specifically focuses on Federal Government Educational Institutions (FGEI) in the Chaklala and Rawalpindi regions. Utilizing a quantitative approach, data were collected from 142 secondary school teachers through a structured questionnaire, ensuring balanced gender representation (71 males and 71 females). This methodological framework enabled an in-depth analysis of teachers' perceptions regarding their principals' leadership behaviors and capabilities in change management. Data analysis incorporated descriptive statistics and Pearson correlation analysis, providing a robust understanding of the interplay between leadership and change management. Results indicate that principals significantly inspire their staff by articulating a compelling vision for the future, fostering innovative thinking, and supporting teachers' professional development. Teachers expressed strong agreement regarding their principals' abilities to cultivate a creative environment, exemplify desired behaviors, and acknowledge individual contributions. Furthermore, principals were found to be effective communicators during change initiatives and adept at addressing challenges that arise throughout the transition process. The findings suggest that principals who demonstrate flexibility, actively involve teachers in decision-making, and proactively anticipate potential challenges are more likely to succeed in implementing change initiatives. The Pearson correlation analysis revealed a substantial positive correlation ( $r = 0.764$ ,  $p < 0.01$ )*

*between leadership styles and change management efficacy, underscoring the critical role of effective leadership in facilitating successful educational transformation. Ethical considerations were strictly upheld, ensuring participant confidentiality and voluntary involvement throughout the research process. This study contributes to the existing literature on educational leadership by highlighting the significance of adaptive leadership styles in fostering positive change management outcomes. The findings emphasize the necessity for principals to nurture a supportive school culture that embraces innovation and continuous improvement, ultimately enhancing overall educational effectiveness.*

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## **Introduction**

In secondary education, principals oversee both academic and administrative aspects, including the introduction of new curricula, technology integration, and policy reforms. The secondary school phase, serving as a bridge between basic education and higher learning or vocational training, reflects and responds to societal shifts, making effective leadership crucial (Hallinger & Heck, 2021). Principals must manage day-to-day operations while also steering their institutions through periods of transformation driven by external policies or internal changes (Spillane, Halverson, & Diamond, 2022).

Leadership styles significantly impact the success of change initiatives. Common leadership styles include transformational, transactional, democratic, autocratic, and laissez-faire (Leithwood & Sun, 2022). Better student results and more strong educational communities are often associated with transformational management, which is defined by idea, motivation, and particular respect (Bass, 2020). Transformational leaders engage their teams by creating a shared vision, encouraging professional development, and fostering a positive school culture. This approach supports smoother transitions during periods of change and improves staff morale and student outcomes (Leithwood & Jantzi, 2022).

Conversely, transactional leadership, which focuses on structured tasks and reward-based motivation, can maintain stability during changes (Avolio & Bass, 2020). Transactional leaders emphasize adherence to established procedures and performance-based rewards, which can help manage routine tasks effectively. However, while this approach can be effective for implementing specific changes that require compliance, it may not fully address the need for broader transformational shifts required for comprehensive school improvement.

Principals play a crucial role in promoting school effectiveness. They engage themselves in school routine activities, foster an educational institute environment, set academic goals and visions, address issues promptly, and provide teachers with professional feedback and support. Therefore, principals need to perform their duties effectively, as their interventions can lead the school to excellence. These interventions consist of various programs and strategies developed by the respective principal to change the behavior of supportive staff, students and all the activities to be conducted in school for school efficacy. In the process of management, educational leadership plays a vital role in involving supportive staff, teachers, and parents in the social process by inducement them to take ownership and share the school management policy initiatives (Mahnaz, 2024).

A principal's primary accountability is to support the leadership, path, and direction of abundant college-related activities. The principal's main responsibility is to inaugurate and keep a first-rate

teaching-learning situation for the college's educational programs. Supporting the teachers' instructional approaches is another duty of the principal. In order to accomplish the organization's aims and objectives, leaders are essential. Among these obligations, principals must exercise reliable and effective leadership, which will boost teachers' professional performance. The principal is in charge of providing highly observed visions that are balanced on their daily operations and that support the development of positive principles that encourages anxious teacher performance (Nanson, 2010; Saleem et al., 2020).

"Complex feeling, encapsulating interacting characteristics of the challenge and perceived ability that represents the human will for success in the face of challenging tasks," is one definition of classroom engagement. The delight of learning a second language, which they see as an emotionally engaging experience, motivates language students to participate actively in classroom activities. Higher academic performance is a direct result of more engaged engagement in the classroom (Mahnaz et al., 2022).

Furthermore, Phuc et al., (2021) revealed that a leader's style incorporates how they deliver instructions, carry out procedures, and inspire supporters. According to Goel (2005), Crum and Sherman (2008), Bhoomireddy (2004), and others, a leader services a distinct style of leadership depending on the surroundings. While self-ruled or laissez-faire leadership styles are admitted as more successful for a highly inspired and aligned workforce, democratic leadership is seen to be more actual in emergency situations (Department of the Army, 2006).

### **Impact of Leadership Style**

Changes in roles and the arrival of added complexities have altered the course of this important work, and scholars have long studied effects of leadership styles on the school staff (Cansoy, 2019). The Full-Range Leadership Ideal by Bernard Bass and Bruce Avolio, which includes transformational, transactional, and laissez-faire leadership, has assisted in the continuing investigation of devotees' perceptions of guidance, implicit values believed by leaders, and the spirituality and style of leadership of the frontrunner (Salter et al., 2003). One realization that has often raised is the idea that when it comes to creation school culture, managers must adopt a transformational leadership style. For a variety of motives, including the fact that students' different differences are engaged into account and that bigger efforts to quarter diversity necessitate the development of unique skills to investment both academic and own success while promotion a self-assured school environment, this is really seen as being mostly vital (Avci, 2015).

### **Statement of the problem**

The realm of educational management, the dynamic nature of contemporary society demands continuous adaptation and innovation within schools. Central to this process is the effective management of change, wherein school principals play a pivotal role as leaders. Numerous scholars (e.g., Fullan, 2001; Leithwood et al., 2002) have emphasized the significance of leadership styles in shaping the outcomes of change initiatives. However, while extensive research exists on leadership styles and their impact in various organizational contexts, there remains a notable gap in understanding how principals' leadership styles specifically influence their efficacy in change management within educational institutions.

Change management's efficacy within educational institutions is crucial for adapting to evolving needs and circumstances. However, the role of principals' leadership styles in facilitating or hindering successful change remains a topic requiring deeper investigation. Understanding how different leadership styles impact the efficacy of change initiatives could provide valuable insights for enhancing organizational adaptability and effectiveness in educational settings.

Different educational system in the Pakistan, the basic variable is the "TEACHER." Teaching is aptly described as an art, wherein the quality of output direct relation to the teacher's contribution in terms of faith, diligence, and dedication. Consequently, it is reasonable to assert that no educational program may exceed the caliber of its instructors (Mehrukh et al., 2022).

The topic being investigated in the present study is "Relationship between Principals Leadership Styles and their Efficacy in Change Management".

### **Objectives of the Study**

1. To investigate the leadership styles of Principals at secondary school level.
  2. To measure the efficacy of Principal in Managing change at secondary school level
- Significance of the Study

It is significant to look at the relationship between principals' leadership styles and how well they manage change since this can improve educational leadership practices and eventually increase schools' overall performance. Principals play a pivotal role in driving change initiatives within educational institutions, and their leadership styles significantly influence the success of these efforts. Understanding how different leadership approaches impact change management effectiveness can inform the selection and development of school leaders, as well as guide professional development initiatives. By fostering effective leadership in change management, schools can better adapt to evolving needs, foster innovation, and ultimately improve student outcomes. Therefore, investigating this relationship is crucial for enhancing the overall quality and effectiveness of educational leadership.

### **Literature Review**

#### **Theory and Style of Transactional Leadership**

This type of leadership involves inspiring staff members to reach their full possible. In gap to this leadership style, this one involves leaders intent on the work at hand. Leaders provide the sources and capitals that can be used in addition to creating the standards for how their staff should complete the project. Leaders will always let their employees know in improvement what kind of return they may imagine for their work.

#### **Exception-Based Management (MBE)**

The transactional leader makes sure that all is in place so that workers can do their professions well. Furthermore, this kind of leader keeps a vigilant eye on the job and corrects faults as they occur. For this reason, the transactional leader has whole authority over the total process.

This leadership approach, which is also known as Management By Exception, includes the leader taking helpful action under supervision in order to avoid errors. There are two types of management by exception leadership styles: active management and passive management. When something goes wrong in the production process, the leader actively observes the workers' work and takes prompt remedial action. This is known as "active management by exception." When it comes to passive management By exception, the leader only steps in when goals are not reached or issues have become out of indicator.

Transitions facilitate the physical and psychological progression of children from one activity to another. Smooth transitions are intended to guarantee that all pupils possess the requisite materials and mindsets for a new activity. Teachers must actively supervise their pupils to sustain an effective learning environment. Classroom management study indicates that active monitoring involves meticulously observing student behavior, intervening to rectify inappropriate actions

before they escalate, consistently addressing misconduct, and focusing on student learning (Shaheen et al., 2022).

The condition of education in Australian government schools was anticipated to advance, update, and refine teaching competencies and comprehension in each primary subject through the quality teacher program. The subjects comprised Mathematics, Numeracy, Information Technology, Literacy, and Vocational Education (Mahnaz et al., 2023).

### **Transactional Leadership Advantages**

This leadership approach is especially complementary for regular, assessable tasks. When this isn't the case, a transformational leadership style—where the leader gives the operative individual devotion, instructs them, and supports their personal growth—may be more successful. Under Transactional Leadership, member performance and job fulfilment emerge when it arises to quantifiable products. An further motivation is provided by the return that employees get for their work. Because firm continuation depends on locking organizational concert, this is also an actual leadership style in a crisis.

### **Characteristics of Transactional Leadership**

#### **Encouragement and Drawbacks**

Two elements are substitute by transactional leadership to favorably impact employees. The reward factor is the most critical element. Employee performance is improved by rewards, and an organization always Increases from this. The boss is successful in influence the staff to carry out his wishes by using the contingent reward element. He establishes goals in advance and opinions out the prize. Work is the primary focus. The transactional leader may relate severe penalties if the worker is unable to complete the task correctly. He also has the expert to punish staff members who act in an unwanted or undesirable manner. The transactional leader will conduct an interim review in such a situation.

#### **Classification**

On the one hand, because they receive a encouraging reward in return, Transactional Leadership encourages employees to put in more effort. They can believe that they are not respected as individuals within the company and are just observed as numbers.

"One good turn deserves another" is the foundation of the connection between the transactional leader and the worker. An employee will be happy when they perform successfully and complete a task by the goal. Leaders and workers usually have a professional relationship. The difference between tasks and performance is well-defined.

#### **Appreciation**

Employees earn more than just the bonus they are due when they live up to the leader's expectations. They will be acknowledged by their leader as well. In the event that things do not go as intentional, the transactional leader will offer commendations, counsel, and reproach to help staff members correct and perform better. Their doings provide them a sense of funding, which encourages them to whole their task efficiently.

#### **Core Characteristics**

Transactional leadership is characterized by:

- **Conditional Reward:** Offering motivations for reaching certain goals.
- **Active Management by Exception:** keeping an eye on show and implementing corrective measures as needed.
- **Exception-based passive management:** only taking deed when issues appear (Wang & Huang, 2020).

### **Impact on Educational Outcomes**

Although it might not inspire as much creativity or invention as transformational leadership. It can be valuable for accomplishing direct objectives and preservative organizational permanency. Transactional leadership, for case, has been shown to be positive in attractive administrative success and upholding correction in schools, especially in settings wherever order and uniformity are crucial (Eyal& Roth, 2018).

### **Criticisms and Challenges**

Critics of transactional leadership argue that it can lead to a compliance-focused culture, where teachers and students are motivated more by external rewards than by intrinsic factors (Bogler, 2020). Additionally, this leadership style may be less effective in promoting long-term school improvement, as it does not encourage the same level of engagement or buy-in from staff as transformational leadership (Bass & Avolio, 2020).

### **Impact of Leadership on School Outcomes**

#### **Student Achievement**

One of the main areas of study for learning leadership is the joining between student success and leadership. With differing outcomes based on the situation and the particular headship techniques used, several studies have examined the relationship between various leadership philosophies and student achievement.

#### **Transformational and Instructional Leadership**

Transformational and instructional leadership are generally associated with positive impacts on student achievement. For instance, schools with transformational leaders often have greater levels of student involvement and academic success, according to Robinson et al. (2019). By actively raising the standard of instruction and learning, instructional leadership has also been demonstrated to increase student outcomes (Hallinger& Wang, 2017).

#### **Change Management Terminology**

The field of managing changes has developed to include strategies, steps, and models that lessen the adverse effects of change on businesses. Below, we've outlined the distinctions between these components:

**Research and experience on how to effectively manage change** in an organization or in your personal life have led to the development of change management models. The majority of change management models offer a supporting procedure that you may use for your company's or your own development.

**A change management procedure** is a set of actions or procedures that take a change from conception to implementation.

**Strategies for change management** are created to assist a project in bringing about a change. Usually, it is made at the planning phase of a change management procedure.

## **Models of Change Management**

Concepts, theories, and techniques that offer a comprehensive approach to organizational transformation are known as change management models. They assist companies in navigating the process of transformative change and make sure that these changes are embraced, utilized appropriately, and accepted. The goal of change management frameworks is to make change easier to implement and, more crucially, to establish the change as the new standard. This will help organizations overcome obstacles to change initiatives and achieve measurable business results from these revolutionary, frequently risky investments.

### **Lewin's Model Change Management**

Kurt Lewin, who is also recognized with developing the theory behind force field analysis, created the well-known Lewin's 3-Stage Model of Change, which divides significant changes into smaller, more manageable components. Unfreeze, Modify, and Refreeze.

To ensure that everyone involved realizes the necessity of change, you must first "unfreeze" the existing procedure and consider how it may be improved. After that, you implement your adjustments and mentor staff members during the shift. After modifications have been implemented and adjusted based on employee input, the new status quo has to be "refrozen" or solidified. A quick transition is not guaranteed by so few steps. In order to overcome resistance and give sufficient training, the Lewin's Model frequently calls for extending the "change" phase over an extended length of time. Choose this model when you need to make changes that affect the entire team or the business, and have the backing of top management,.

### **Model 7-S McKinsey**

One of the most complex models is the McKinsey 7-S Model, which has seven S's. However, this complexity could be required for undertaking large organization-wide changes. The seven components of the model are not intended to be handled in a particular order; rather, they are evaluated in relation to one another in order to identify weaknesses:

- Structure
- Systems
- Style
  - Staff
- Skills
- Shared values

As the "hard" components, strategy, structure, and systems are the first three that are easier to see and more readily impacted by management. The company's intentions to become more competitive (strategy), organizational charts (structure), and procedures regarding how work is to be done (systems) are examples of the hard aspects.

The remaining four "soft" components, on the other hand, are impacted by the corporate culture and are more challenging to define. There is more flexibility and constant change in your employees' skill sets, the leadership style of the organization as a whole, and the company's values or culture. The secret is to examine how each of the seven components interacts and influences the others in order to maintain harmony.

## **Change Management Frameworks**

To comprehend and direct change in schools, a number of models have been created. Kotter's 8-Step Process and Lewin's Change Management Model (unfreeze, change, refreeze) are still often used frameworks. According to Kotter (2018), these representations pressure While the importance of planning for change, putting it into practice, and making sure it lasts. According to Fullan (2020), recent research has concentrated on tailoring these models to the unique requirements of educational establishments, stressing the need of leadership at each phase of the transformation process.

## **Challenges in Educational Change Management**

Handling modification in schools is fraught with challenges. Resistance from staff, lack of resources, and the complexity of educational systems can hinder change efforts. A study by Kools and Stoll (2020) underscores the need for strong leadership to navigate these challenges. They argue that principals must be adept at managing both the technical and emotional aspects of change to be effective.

## **Role of Principals in Change Management**

The principal's role is crucial in leading change within schools. Effective change management requires a principal who can articulate a clear vision, engage staff, and manage resistance. The success of change developments is directly squeezed by the management style of the primary, according to research by Day and Sammons (2016). Because they can inspire and inspire their employees, principals who use a transformational leadership style have a higher chance of bringing about long-lasting reforms.

## **Challenges with Transactional Leadership**

Transactional leadership, while effective in maintaining order and ensuring compliance, may not be as successful in driving meaningful change. Recent research by Lai, Cheong, and Li (2020) suggests that transactional leaders may struggle with change management because their focus on rules and procedures can stifle creativity and innovation. This leadership style may be more suited to environments where the goal is stability rather than transformation.

## **Research Methodology**

### **Research Design**

In this study, a quantitative research methodology was used. A questionnaire was administered to gather information from the selected members of the Population. Data was collected and entered into SPSS for analysis. The findings are representative of the general population. This study employed a quantitative design because it is correlation in nature, allowing for the analysis of relationships between variables. To obtain structured and quantified responses suitable for statistical analysis, a questionnaire was used to collect data from respondents. The study aimed to objectively examine the relationship between secondary school administrators' leadership styles and their effectiveness in managing change.

### **Population of the study**

This study included 311 schools across Pakistan that fall under the administration of the Federal Government Educational Institutions (FGEI). These comprised two senior secondary schools (grades 1–12), 143 high schools (grades 1–10), 46 middle schools (grades 6–8), and 86 elementary schools (grades 1–5). The total Population of the study consists of 220 teachers from 23 schools under the Pakistan's Federal Government Educational Institutions (FGEI) in the Rawalpindi and

Chaklala regions. Teachers from various educational institutions formed the focus of the study Population.

### **Sample and Sampling Technique**

The simple random sampling technique was used to ensure that every teacher had an equal chance of being selected. This helped eliminate bias, ensuring that the sample was representative of the entire teacher population in the Rawalpindi and Chaklala regions.

### **Research Instrument**

The researcher opted to use a self-developed questionnaire for this study, following the precedent set by base papers on similar topics that also utilized self-developed instruments to achieve their objectives. This questionnaire was meticulously designed to align with the specific aims of the research.

The development process is:

- i. Item pool Generation
- ii. Item reviewed by panel of experts and interpreters
- iii. Revision and new item
- iv. Pilot study
- v. Revision of items
- vi. Validation study and test-retest study
- vii. Revision of items
- viii. Assessment of items

This systematic approach ensured that the questionnaire was both contextually relevant and methodologically robust, providing a reliable tool for collecting data aligned with the study's objectives.

### **Reliability of Instruments**

The self-developed research instrument was designed to address the challenges faced by teachers in implementing change management. Four educational professionals reviewed the instrument, and modifications were made based on their recommendations to enhance content validity. Cronbach's Alpha was used to test the instrument's reliability, yielding a value of 0.82, indicating good reliability.

### **Data Collection Procedure**

The Data collection process included the following steps:

**Step 1. Issuance of Permission Letter to Researcher On the basis of permission letter researcher started data collection.**

**Step 2. Obtaining FGEI Permission Letter**

After securing the initial permission letter from the HOD of Alhamd Islamic University Islamabad, the researcher proceeds to the next step by submitting this letter to the FGEI directorate. This submission is a formal request for authorization to conduct research within the FGEI schools. The FGEI directorate reviews the request to ensure that the proposed study aligns with their institutional guidelines and policies. Once the directorate is satisfied with the research proposal

and the credentials provided by the university, they issue a formal permission letter to the researcher.

**Step 3. Printing a Questionnaires. Questionnaires was printed more than number of population of Teachers.**

#### **Step 4. Fieldwork Phase**

The researcher physically visited all the schools within the study's population. Upon arrival, the researcher presented a permission letter from the FGEI Directorate, which allowed access to the school management. With this letter, the researcher was granted permission by the schools to meet with the principals and Teachers. The researcher then proceeded to meet with the school administrators and distributed the questionnaires for them to fill out, ensuring that the data collection process was conducted systematically and in line with the research protocols.

#### **Step 5. Entering Data in SPSS (29 version)**

After the questionnaires was completed by the teachers, the fully filled forms were carefully reviewed and entered into SPSS (Version 29). This process ensured that the data was accurately and reliably prepared for subsequent analysis.

#### **Data Analysis**

The data were analyzed following these steps:

Coding of the collected data was conducted.

The data was entered into SPSS Version 29.

Descriptive statistics and correlation analysis were used.

#### **Ethical Consideration**

Throughout the whole study process, moral issues are crucial. A permission document outlining the goals of the study, the voluntary nature of participation, and the confidentiality of the replies will be given to participants. No personally identifying information were gathered as part of the study. In order to protect participant privacy and preserve the integrity of the study, all data were also being maintained securely.

#### **Data Analysis**

##### **Demographics**

**Table 4.1: The Respondents' Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	71	50.0
Female	71	50.0
Total	142	100.0

According to Table 4.1, 50 percent of the study's respondents were male, and 50 percent were female.

**Table 4.2: Teaching Experience**

Teaching Experience	Frequency	Percent
5-10 years	116	81.7
11-20 years	11	7.7
21-30 years	12	8.5
31-40 years	3	2.1
Total	142	100.0

Table 4.2 showed the distribution teaching experience among the teachers. The majority (81%) have 5–10 years of experience, followed by 7.7% with 11–20 years, another 8.5% with 21–30 years, and 2.1% with 31–40 years of experience.

**Table 4.3: Education of Respondents**

Qualification	Frequency	Percent
BA/BSC	22	15.5
MA/MSC	46	32.4
B.ED/	34	23.9
M.ED	40	28.2
Total	142	100.0

Table 4.3 showed that educational backgrounds of the teachers which include teachers. Among them, 15.5% hold a B.A./B.Sc. in Education, 32.4% have a Master’s degree in Science or Arts, 23.9% possess a B.Ed., and 23.2% hold an M.Ed.

**Objective1: To investigate the leadership styles of Principals at secondary school level.**

**Table 4.4: I feel inspired by my Principals vision for the future of our school**

S.No.	Answer scale	Frequency	Percentage
1	Never	4	2.8
2	Scarcely	4	2.8
3	Fairly	19	13.4
4	A lot	80	56.4
5	Quite a lot	35	24.6
	Total	142	100

Table 4.4 showed that 81.0% respondents feel inspired by their principal’s vision for the future of the school. Specifically, 56.4% indicated "A lot," while 24.6% selected "Quite a lot." This suggests that the principal's vision resonates positively with most teachers, fostering a sense of motivation and direction.

In contrast, only 2.8% of respondents chose "Never," and another 2.8% chose "Scarcely." These low percentages indicated that very few educators feel uninspired by the principal's vision. The 13.4% who selected "Fairly" imply that while there is some level of inspiration, it may not be as pronounced for all teachers. Overall, the data reflects a strong perception among educators that the principal's vision is both motivating and influential in shaping their professional experiences.

**Objective 2: To measure the efficacy of Principal in Managing change at secondary school level**

**Table 4.5: I believe my Principal is effective at persuading staff to support change initiatives**

<b>S.No.</b>	<b>Answer scale</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	3	2.1
2	Scarcely	9	6.3
3	Fairly	37	26.1
4	A lot	60	42.3
5	Quite a lot	33	23.2
	Total	142	100

Table 4.5 showed that the how respondents perceived the principal's effectiveness in persuading staff to support change initiatives within the school. A notable 65.5% of respondents expressed confidence in the principal's persuasive abilities, with 42.3% selecting "A lot" and 23.2% opting for "Quite a lot." This suggests that a significant portion of educators feels positively about the principal's role in driving support for necessary changes.

However, 26.1% of respondents chose "Fairly," indicating that while there is some acknowledgment of the principal's efforts, a more nuanced perspective exists among certain staff members. Additionally, a small minority (8.4%) indicated negative sentiments, with 2.1% selecting "Never" and 6.3% choosing "Scarcely." This low level of negativity suggests that few staff members believe the principal is ineffective in this regard

**Findings**

1. A majority of teachers (80 or 56.3%) felt inspired by the principal's vision for the future of the school, with a high mean score of 3.97. This suggests that the principal effectively communicates a forward-thinking vision. Most respondents (83 or 58.5%) believe the principal encourages innovative thinking in the classroom, resulting in a mean score of 4.03. This reflects a positive perception of the principal's support for creativity in teaching practices. While 57 teachers (40.1%) reported receiving personal attention to their professional needs, the mean score was 3.98, indicating a relatively favourable view, but with a notable number of teachers feeling less attended to. The principal's ability to challenge teachers to reach their potential received a mean score of 3.75, with 62 (43.7%) respondents agreeing. This shows that while many feel challenged, there is room for improvement.
2. A majority of respondents (60 or 42.3%) felt that the principal is effective at persuading staff to support change initiatives, resulting in a mean score of 3.78. This indicates a positive perception of the principal's persuasive abilities. The mean score of 3.71 suggests that respondents recognize the principal's skills in implementing change initiatives, with 50 teachers (35.2%) agreeing on this point. However, there remains a notable percentage that may perceive room for improvement. The principal's ability to remain positive during challenges in change processes scored a mean of 3.54, with 65 teachers (45.8%) agreeing. This indicates a perception that positivity is maintained but suggests a need for further encouragement and support. The mean score of 3.70 indicates that while many recognize the principal's proficiency with change management tools (61 or 43% agreeing), there is also some skepticism, as indicated by the variability in responses. A significant portion (46 or 32.4%) of respondents felt that the principal communicates effectively during the change

process, leading to a mean score of 3.76. This reflects a generally favourable perception but highlights the need for continual improvement in communication strategies.

## **Recommendations**

1. Principals embraced transformational leadership practices to inspire and innovate within their schools. By articulating a clear and compelling vision for change, they can foster an environment where creativity thrives. Empowering teachers through participatory decision-making enhances ownership and commitment to change initiatives, while promoting distributed leadership encourages collaboration among staff.
2. To strengthen communication, principals must establish transparent and open channels for sharing information about changes and soliciting feedback. Active listening techniques can help leaders understand staff and student concerns, creating a sense of inclusion and support. Implementing regular feedback mechanisms, such as surveys or focus groups, will enable principals to refine their strategies based on real-time input.
3. Professional development programs tailored to various leadership styles should be instituted to enhance leaders' skills in managing change effectively. Providing training in emotional intelligence, conflict resolution, and negotiation will equip principals to navigate challenges more adeptly.
4. Fostering a collaborative school culture is essential; establishing professional learning communities can enhance staff collaboration on specific change initiatives, promoting shared learning and problem-solving. Recognizing and celebrating contributions from staff can also boost morale and encourage engagement in change efforts.

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