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RESEARCH PAPER

The Impact of School Principals' Leadership Style, Teachers' Personality and School Climate on Students' Academic Performance in Pakistan

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ABSTRACT

This study investigates the impact of teacher collaborative leadership on educational outcomes in District Bahawalpur, addressing a notable gap in existing research. Collaborative leadership is recognized for its potential to enhance various aspects of school effectiveness, yet limited studies have focused on its specific effects in this region. Employing a quantitative research design, a survey was distributed to students to measure their perceptions of teacher collaboration. The data collected were analyzed using linear regression in SPSS, allowing for an exploration of the relationships between collaborative leadership and key educational outcomes. The analysis revealed that collaborative leadership positively influences student learning methods, instructional development, classroom management, student achievement, and fosters positive teacher personality traits. To leverage these findings, it is recommended that schools in District Bahawalpur implement collaborative leadership practices through targeted professional development, leadership training, and cultivating a supportive school-climate that encourages teamwork among educators.

KEYWORDS Principal Leadership style, Teacher Personality, Collaborative Leadership, School Climate, Academic Performance

Introduction

The role of transformational leadership among school principals is crucial in shaping not only the overall school climate but also the performance and morale of both students and teachers (Ruiz et al., 2018; Papay et al., 2022). Transformational leaders go beyond traditional administrative duties by actively engaging in creating an environment where both teachers and students feel supported, valued, and motivated (Khan, 2018; Bryk et al., 2023). A positive school climate, driven by such leadership, is a key determinant of several factors including student achievement, teacher retention, teacher motivation, and overall school success (Mumtaz, Zafar & Andleeb, 2024). Research consistently shows that schools led by transformational principals tend to have higher student performance, as these leaders foster a culture of innovation, collaboration, and high expectations (Thapa et al., 2013; McKinney, 2022).

School leaders exhibit a very important role in fostering this climate. Studies prove that the leaders who continually foster a positive environment also enhance the staff satisfaction and staff retention and indirectly the schools' positive climate (McNeil-Horton, 2014). When leaders provide for a positive climate, teachers are not only more likely stick with the profession but are also more likely improve the quality of their teaching, which can be funneled directly to students' learning (Lone et al., 2011) Hassan et al., 2024).

Principals are of great import in molding the school climate for a current learner. It affects the achievement of students as well as teachers. School principals are very important in forming the climates in which schools' function (Akram et al., 2022; Arshad et al., 2024). Transformational leadership has also surfaced as a critical determinant of creating such school climates (Bhutto, Zafar & Ullah, 2023). The effects of transformational leadership on the school climate have been well accepted through various studies, but the mixed results concerning the combined influence of a school principal's leadership style, teacher personality, and school climate on the academic performance of students remain unconfirmed by Pakistan's perspective.

Literature Review

"A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic" (Ahmad, Snober & Cheema, 2024, p.3). Literature reviews allow gaining familiarity with the current knowledge in chosen field, as well as the boundaries and limitations of that field. Literature reviews also help you to gain an understanding of the theories driving the field (Rao et al., 2023; Sadaf et al., 2024). Following is the literature review of present study.

Existing research reveal that positive, inclusive school culture and climate enhances the probability of teacher satisfaction, commitment and retention which in turn leads to improvement in students. Faculty, staff and students feel more valued when appreciated in the classroom, which in turn helps increase the quality of instruction as a result of higher student achievement Student Experience (Suárez & Wright, 2019). How school climate influences both staff attrition rates and learners' performance. School climate that imposes positive leadership and organizational culture with clear behavioral expectations and cooperation among the school staff is essential factor that prevents teacher burn out and low teacher turnover. School leaders exhibit a very important role in fostering this climate. Studies prove that the leaders who continually foster a positive environment also enhance the staff satisfaction and staff retention and indirectly the schools' positive climate (Kraft, Papay & Chi, 2020). When leaders provide for a positive climate, teachers are not only more likely stick with the profession but are also more likely improve the quality of their teaching, which can be funneled directly to students' learning. One of the primary focuses of the most recent research is the changing role of teachers as leaders in their own classrooms and school communities. Current teachers are no longer thought of as lecturers who convey knowledge to learners but as associates of the school directors in the delivery of educational changes and consequences (Datnow, 2020). This has also shifted teacher partnership because the teachers are vested with quenches to allow them to make decisions and participate inn planning of curriculum making the process of learning even more revolutionary (Kraft & Falken, 2020).

In order to test the influence that the school climate has on the students' academic performance with special reference to students in secondary and higher secondary schools.

Material and Methods

"The methodical procedure used for data collection to resolve the problem is called research methodology; its function is to provide systematic structure of the research study, moreover its part of study in which the researcher gives account of the research methods used in research" (Ahmad, Farhat & Abbas, 2024, p.305). The study employed a random sampling strategy, selecting two secondary and higher secondary schools from one district. The data were collected using a structured questionnaire, and the data analysis was completed employing descriptive statistics such as Linear Regression.

Population

The target population for this study comprises in-service principals, teachers and students in the secondary and higher secondary schools. Bahawalpur, district of south Punjab. These teachers have crucial roles to obtain a better climate at school as well as have the greatest pressure on the results of students' learning process. The research shall elicit teachers' views on how quality education at secondary and higher secondary levels may be improved. In the current study, a sample of two schools was used and a sampling technique was used such that participants could give insight information on the research topic.

Sample and Sampling Method

The study participants comprised 20 teachers and 248 students, from one secondary and higher secondary schools in South Punjab. The sample was drawn from one district: In this study the one districts targeted were Bahawalpur districts selected through simple-random sampling technique. Of the school selected, there were 01 male and 01 female schools in this study.

Data Collection

As a quantitative research in this study, the data has been collected by using a random sampling mode in which both secondary and higher secondary schools had been selected. In the survey both teachers and students were involved in the process. Participants response concerning the statement were obtained using 5 Likert scale that includes strongly disagree, disagree, neutral, agree and strongly agree. The survey questions were constructed, in line with the needs of the Quality Framework and were pre-tested to ensure that they were indeed both credible and accurate as per the recommendations outlined by (Golafshani 2003).

Construction of the Questionnaire

For this study, the questionnaire was self-constructed and self-administered on a five-point Likert scale response format with 01 representing strongly disagree and 05 strongly agree. It was then forwarded to several experts to validate it as a proper questionnaire. Their opinions concerning the statements made and suggestions given lead to an amendment that produced a final form of 43 questions for teachers and 30 question of students.

Validation of Questionnaire

Reliability of the questionnaire' were conducted over a pilot study. They posted it to education experts to gain their assessment on the content validity of the questionnaire. With reference to their input, the tool was fine-tuned, and it was observed that only slight changes were required.

Finalization the Questionnaire

Finally, after the confirmation of content validity, the questionnaire was standardized. Initially the questionnaire consisted of 35 questions but while integrating the experts' recommendations the final questionnaire included 43 questions and students question increase 30.

Data Analysis

Dispersed, tabulated, and analyzed data originated from the questionnaires using one-sample statistics with the help of the SPSS software. For each statement the mean score, standard deviation, linear regression and probability value of each group of respondents were computed to assess the significant difference in overall opinion among the respondent group. These results were then put in tables so that other analysis could be run on them later if needed.

Data Interpretation and Analysis

In order to accomplish the two objectives of the study, the quantitative data collected was analyzed for each respondent category and tables developed to facilitate understanding of the study findings from the different groups that were involved in the study.

Results and Discussion

Teacher Collaborative Leadership relation to Students Learning Method

Three tables that summarize the results of a regression analysis examining the relationship between collaborative leadership and learning methods. Here's a breakdown of the key findings

Table 1
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788[a]	.620	.599	.59283

a. Predictors: (Constant), Collaborative Leadership

Model Summary: R: 0.788, indicating a strong positive correlation between collaborative leadership and learning method. R Square: 0.620, meaning that 62% of the variance in learning method can be explained by collaborative leadership. Adjusted R Square: 0.599, a slightly lower value that considers the number of predictors in the model. Std. Error of the Estimate: 0.59283, a measure of the overall accuracy of the model's predictions.

Table 2
ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.335	1	10.335	29.407	.000[b]
	Residual	6.326	18	.351		
	Total	16.661	19			

a. Dependent Variable: Learning Method
b. Predictors: (Constant), Collaborative Leadership

ANOVA: F-statistic: 29.407, which is statistically significant (p-value = 0.000). This indicates that the overall regression model is significant, meaning that collaborative leadership is a significant predictor of learning method. R-squared: 0.620, consistent with the Model Summary, indicating that collaborative leadership explains a substantial portion of the variance in learning method.

Table 3
Coefficiens

Model	Unstandardized	Standardized	T	Sig.

		Coefficients		Coefficients		
		B	**Std. Error**	**Beta**		
1	(Constant)	-14.220	3.390		-4.195	.001
	Collaborative Leadership	3.975	.733	.788	5.423	.000

a. Dependent Variable: Learning Method

Coefficients: (Constant): -14.220, the intercept of the regression line. Collaborative Leadership: 3.975, the coefficient for collaborative leadership. This indicates that a one-unit increase in collaborative leadership is associated with a 3.975-unit increase in learning method, holding other factors constant. The standardized coefficient of 0.788 suggests that collaborative leadership is a strong predictor of learning method.

Teacher Collaborative Leadership relation to Instructional Development

Tables that summarize the results of a regression analysis examining the relationship between collaborative leadership and instructional development. Here's a breakdown of the key findings:

Table 4
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802[a]	.643	.623	.56933

a. Predictors: (Constant), Collaborative Leadership

Model Summary: R: 0.802, indicating a strong positive correlation between collaborative leadership and instructional development. R Square: 0.643, meaning that 64.3% of the variance in instructional development can be explained by collaborative leadership. Adjusted R Square: 0.623, a slightly lower value that takes into account the number of predictors in the model. Std. Error of the Estimate: 0.56933, a measure of the overall accuracy of the model's predictions.

Table 5
ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.518	1	10.518	32.449	.000[b]
	Residual	5.834	18	.324		
	Total	16.352	19			

a. Dependent Variable: Instructional Development
b. Predictors: (Constant), Collaborative Leadership

ANOVA: F-statistic: 32.449, which is statistically significant (p-value = 0.000). This indicates that the overall regression model is significant, meaning that collaborative leadership is a significant predictor of instructional development. R-squared: 0.643, consistent with the Model Summary, indicating that collaborative leadership explains a substantial portion of the variance in instructional development.

Table 6
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	-14.612	3.256		-4.488	.000

Collaborative Leadership	4.010	.704	.802	5.696	.000

Coefficients: (Constant): -14.612, the intercept of the regression line. Collaborative Leadership: 4.010, the coefficient for collaborative leadership. This indicates that a one-unit increase in collaborative leadership is associated with a 4.010-unit increase in instructional development, holding other factors constant. The standardized coefficient of 0.802 suggests that collaborative leadership is a strong predictor of instructional development.

The provided image contains three tables that summarize the results of a regression analysis examining the relationship between collaborative leadership and classroom management. Here's a breakdown of the key findings:

Table 7
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756[a]	.572	.549	.64737

a. Predictors: (Constant), Collaborative Leadership

Model Summary: R: 0.756, indicating a strong positive correlation between collaborative leadership and classroom management. R Square: 0.572, meaning that 57.2% of the variance in classroom management can be explained by collaborative leadership. Adjusted R Square: 0.549, a slightly lower value that takes into account the number of predictors in the model. Std. Error of the Estimate: 0.64737, a measure of the overall accuracy of the model's predictions.

Table 8
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.093	1	10.093	24.084	.000[b]
	Residual	7.544	18	.419		
	Total	17.637	19			

a. Dependent Variable: Classroom Management
b. Predictors: (Constant), Collaborative Leadership

ANOVA: F-statistic: 24.084, which is statistically significant (p-value = 0.000). This indicates that the overall regression model is significant, meaning that collaborative leadership is a significant predictor of classroom management. R-squared: 0.572, consistent with the Model Summary, indicating that collaborative leadership explains a substantial portion of the variance in classroom management.

Table 9
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-14.111	3.702		-3.812	.001
	Collaborative Leadership	3.928	.800	.756	4.908	.000

a. Dependent Variable: Classroom Management

Coefficients: (Constant): -14.111, the intercept of the regression line. Collaborative Leadership: 3.928, the coefficient for collaborative leadership. This indicates that a one-unit increase in collaborative leadership is associated with a 3.928-unit increase in

classroom management, holding other factors constant. The standardized coefficient of 0.756 suggests that collaborative leadership is a strong predictor of classroom management.

Overall Interpretation

The regression analysis demonstrates a significant positive relationship between collaborative leadership and classroom management. Collaborative leadership explains a substantial portion of the variance in classroom management, suggesting that enhancing collaborative leadership practices can be an effective strategy for improving classroom management outcomes.

The provided image contains three tables that summarize the results of a regression analysis examining the relationship between collaborative leadership and student achievement. Here's a breakdown of the key findings:

Table 10
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833[a]	.693	.676	.60579

a. Predictors: (Constant), Collaborative Leadership

Model Summary: R: 0.833, indicating a strong positive correlation between collaborative leadership and student achievement. R Square: 0.693, meaning that 69.3% of the variance in student achievement can be explained by collaborative leadership. Adjusted R Square: 0.676, a slightly lower value that takes into account the number of predictors in the model. Std. Error of the Estimate: 0.60579, a measure of the overall accuracy of the model's predictions.

Table: 11
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.916	1	14.916	40.644	.000[b]
	Residual	6.606	18	.367		
	Total	21.521	19			

a. Dependent Variable: Student Achievement
b. Predictors: (Constant), Collaborative Leadership

ANOVA: F-statistic: 40.644, which is statistically significant (p-value = 0.000). This indicates that the overall regression model is significant, meaning that collaborative leadership is a significant predictor of student achievement. R-squared: 0.693, consistent with the Model Summary, indicating that collaborative leadership explains a substantial portion of the variance in student achievement.

Table 12
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-18.090	3.464		-5.222	.000
	Collaborative Leadership	4.775	.749	.833	6.375	.000

a. Dependent Variable: Student Achievement

Coefficients (Constant): -18.090, the intercept of the regression line. Collaborative Leadership: 4.775, the coefficient for collaborative leadership. This indicates that a one-unit increase in collaborative leadership is associated with a 4.775-unit increase in student achievement, holding other factors constant. The standardized coefficient of 0.833 suggests that collaborative leadership is a strong predictor of student achievement.

Three tables that summarize the results of a regression analysis examining the relationship between collaborative leadership and teacher personality. Here's a breakdown of the key findings:

Table 13
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771[a]	.595	.572	.59737

a. Predictors: (Constant), Collaborative Leadership

Model Summary: R: 0.771, indicating a strong positive correlation between collaborative leadership and teacher personality. R Square: 0.595, meaning that 59.5% of the variance in teacher personality can be explained by collaborative leadership. Adjusted R Square: 0.572, a slightly lower value that takes into account the number of predictors in the model. Std. Error of the Estimate: 0.59737, a measure of the overall accuracy of the model's predictions.

Table 14
ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.425	1	9.425	26.411	.000[b]
	Residual	6.423	18	.357		
	Total	15.848	19			

a. Dependent Variable: Teacher Personality
b. Predictors: (Constant), Collaborative Leadership

ANOVA: F-statistic: 26.411, which is statistically significant (p-value = 0.000). This indicates that the overall regression model is significant, meaning that collaborative leadership is a significant predictor of teacher personality. R-squared: 0.595, consistent with the Model Summary, indicating that collaborative leadership explains a substantial portion of the variance in teacher personality.

Table 15
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.483	3.416		-3.947	.001
	Collaborative Leadership	3.796	.739	.771	5.139	.000

a. Dependent Variable: Teacher Personality

Coefficients: (Constant): -13.483, the intercept of the regression line. Collaborative Leadership: 3.796, the coefficient for collaborative leadership. This indicates that a one-unit increase in collaborative leadership is associated with a 3.796-unit increase in teacher personality, holding factors constant. The standardized coefficient of 0.771 suggests that collaborative leadership is a strong predictor of teacher personality.

Summary

This study revealed that the school climate that results from leadership and teacher behavior impact students' performance. Therefore, the study underscores the need to establish positive school climate that is through, collaborative leadership and positive teacher student relationships. As this study points out the synergy between leadership, teacher personality, school environment and student outcome for educational decision-makers and policy makers that are looking to improve students' performance in higher secondary schools in Pakistan. The regression analysis indicates a significant positive relationship between collaborative leadership and various educational outcomes: learning method, instructional development, and classroom management. This suggests that enhancing collaborative leadership practices can be an effective strategy for improving these aspects of education. Collaborative leadership is a significant predictor of learning method, instructional development, and classroom management. Collaborative leadership explains a substantial portion of the variance in these educational outcomes. Enhancing collaborative leadership practices can be an effective strategy for improving learning outcomes, instructional development, and classroom management. The regression analysis shows a significant positive relationship between collaborative leadership and classroom management. Collaborative leadership is a significant predictor of classroom management, explaining a substantial portion of the variance in the outcome variable. These findings suggest that enhancing collaborative leadership practices can be an effective strategy for improving classroom management outcomes. The regression analysis shows a significant positive relationship between collaborative leadership and student achievement. Collaborative leadership is a significant predictor of student achievement, explaining a substantial portion of the variance in the outcome variable. These findings suggest that enhancing collaborative leadership practices can be an effective strategy for improving educational quality. The regression analysis demonstrates a significant positive relationship between collaborative leadership and teacher personality. Collaborative leadership explains a substantial portion of the variance in teacher personality, suggesting that enhancing collaborative leadership practices can be an effective strategy for influencing teacher personality traits. Collaborative leadership is a significant predictor of teacher personality. Collaborative leadership explains a substantial portion of the variance in teacher personality. Enhancing collaborative leadership practices can be an effective strategy for influencing teacher personality traits. The regression analysis shows a significant positive relationship between collaborative leadership and teacher personality. Collaborative leadership is a significant predictor of teacher personality, explaining a substantial portion of the variance in the outcome variable. These findings suggest that enhancing collaborative leadership practices can be an effective strategy for improving educational quality.

Conclusion

Based on the regression analysis, it can be concluded that collaborative leadership plays a crucial role in educational success. By fostering collaborative leadership practices, schools and educational institutions can positively impact learning methods, instructional development, and classroom management. This ultimately leads to improved learning outcomes and a more effective educational environment. The regression analysis demonstrates a significant positive relationship between collaborative leadership and student achievement. Collaborative leadership explains a substantial portion of the variance in student achievement, suggesting that enhancing collaborative leadership practices can be an effective strategy for improving student achievement outcomes. Collaborative leadership is a significant predictor of student achievement. Collaborative leadership explains a substantial portion of the variance in student achievement. Enhancing collaborative leadership practices can be an effective strategy for improving

student achievement outcomes. The results of the regression analysis provide compelling evidence supporting the importance of collaborative leadership in fostering effective classroom management. Collaborative leadership is a significant predictor of classroom management outcomes, suggesting that enhancing collaborative leadership practices can be an effective strategy for improving educational quality. However, further research is needed to explore the underlying mechanisms through which collaborative leadership influences classroom management and to examine the generalizability of these findings to different educational contexts. The results of the regression analysis provide compelling evidence supporting the importance of collaborative leadership in fostering effective student achievement. Collaborative leadership is a significant predictor of student achievement outcomes, suggesting that enhancing collaborative leadership practices can be an effective strategy for improving educational quality. However, further research is needed to explore the underlying mechanisms through which collaborative leadership influences student achievement and to examine the generalizability of these findings to different educational contexts. The results of the regression analysis provide compelling evidence supporting the importance of collaborative leadership in shaping teacher personality traits. Collaborative leadership is a significant predictor of teacher personality outcomes, suggesting that enhancing collaborative leadership practices can be an effective strategy for improving educational quality. However, further research is needed to explore the underlying mechanisms through which collaborative leadership influences teacher personality and to examine the generalizability of these findings to different educational contexts.

Recommendations

- Extending this line of study to a broader sample of teachers across different school levels may give more information on leadership, teacher characteristics and students performances. Also, more research could enable the researcher to find more on the right mix of leadership behaviors that can enhance the development of a positive school climate.
- Ideally, the results of future studies could be improved by including direct measures of student achievement – especially while analyzing how certain teacher attributes are associated with distributed leadership.
- It would also provide good insights to expand the study covering the primary and middle schools besides secondary schools. Examining distributed leadership in conjunction with teachers' self-efficacy, commitment, and motivation at such levels might reveal how these patterns vary across the stages of school development and would thus generate a richer understanding of their effects on climate for learning and students' teaching/learning outcomes.

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