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## Effect of Principals' Strategic Planning on Students' Academic Learning and Managerial Capability at College Level

Jam Muhammad Zafar <sup>1</sup> Muhammad Zahid <sup>2</sup> Naeem Ullah <sup>3</sup>

**Abstract:** *The objectives of the study were to study the relationship between Principals' strategic planning and students' academic learning, to explore the key components of Principals' strategic planning, to identify the factors that affect principals' strategic planning on students' academic learning and managerial capability at the college level, to recommend certain measures to promote the performance of principals. The study was survey and descriptive in nature. Quantitative as well as qualitative (QUAN-qual) methods were used. The explanatory sequential technique was adopted. This study emphasized the role of a college principal at a public sector institution. The population of the study comprised heads of private-area colleges, lecturers at open-area colleges, and pupils studying public-sector colleges. The simple random sampling technique was used. Following is a list of the most important aspects of the interview for principals: planning, organizing, staffing, coordinating, and budgeting, among other related responsibilities. The study concluded that the majority of respondents agreed with the declaration. Collectively, the majority agreed that the principal plans for the learning activities of college students. The training programs must be arranged for the college teachers to keep the staff updated. The college Principal must provide a way for all the workforce fellows to shadow all the rubrics & rulings.*

**Key Words:** Principals' Strategic Planning, Students, Education, Academic Learning, Managerial Capability, College Level

### Introduction

Students, teachers, parents, and principals are the backbone of the organization and have the potential to play an important role in improving the quality of education offered at the institution (Aslam et al., 2013). Thus, executives and administrators at colleges and universities should recognize their roles as educational developers. For example, according to Liu and Hallinger (2018), the chief executive officer is accountable for the administration of the organization and has taken on responsibilities related to educational authority. In addition, the successes of a college's initiative and the quality of its educators have a significant impact on the academic achievements of its students (Hilton 2016). In order to cope with the educational program, it is necessary for them to make an active contribution to energizing, supervising, coordinating, and managing the teaching and learning that occurs in the college (O'Keefe et al., 2021). Educational pioneers have a duty to communicate desired outcomes to educators while also maintaining a good and informed atmosphere within their organizations (O'Keefe et al., 2021).

Each and every association is built on the shoulders of its educators, and the job that they undertake is essential to the achievement of the goals set out by the organization. Saleem et al. (2020) conducted research and found that task vulnerability negatively impacts job performance and further develops representative performance when they contribute to the incentive of the association.

<sup>1</sup> Assistant Professor, Department of Education Khwaja Fareed University of Engineering & Information Technology (KFUEIT), Rahim Yar Khan, Punjab, Pakistan.

<sup>2</sup> M.Phil. Scholar, Department of Education Khwaja Fareed University of Engineering & Information Technology (KFUEIT), Rahim Yar Khan, Punjab, Pakistan.

<sup>3</sup> Assistant Professor, Department of Education Khwaja Fareed University of Engineering & Information Technology (KFUEIT), Rahim Yar Khan, Punjab, Pakistan.

▪ **Corresponding Author:** Jam Muhammad Zafar ([dr.zafar@kfueit.edu.pk](mailto:dr.zafar@kfueit.edu.pk))

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In general, teachers need their administrators to create and maintain a positive working environment. A welcoming environment facilitates creativity (Arooj et al., [2021](#); Kamran et al., [2017](#); Andleeb et al., [2022](#); Kamran et al., [2021a](#); Kamran et al., [2021b](#); Kamran et al., [2022](#)). Educational leaders are going to behave in ways that folks believe would generally lead to the completion of their primary aim at the highest possible degree of activity (Widtayakornbundit, [2019](#)).

Teacher strengthening, also known as sharing, may be traced back to the literature on instructor disappointment, independence, professionalization, and common navigation (Powell et al., [2018](#)). College heads require unique skills in order to ensure the success of their institutions (Beames et al., [2021](#)).

## Research Objectives

- i. To study the relationship between principals' strategic planning and students' academic learning
- ii. To explore the key components of principals' strategic planning.
- iii. To identify the factors and effect of principals' strategic planning on students' academic learning and managerial capability at the college level.

## Literature Review

There is a comprehensive assessment of the literature concerned with the Effect of Principals' Strategic Planning on Students' Academic Learning and Managerial Capability at the College Level. This study shows a number of significant conclusions.

To begin, the college administrator is responsible for a substantial portion of the work that goes into developing a productive learning environment for the students.

Second, the principal of the college may have an effect on students' grooming in a number of ways, such as by establishing rigorous standards, offering students assistance and advice, and setting a positive example with their own behavior.

Thirdly, the learning environment at public sector colleges may have a considerable influence on the student's overall grooming, and the head of the institution can play an important role in molding that atmosphere.

In conclusion, the capacity of the college administrator to influence the development of students by means of the educational setting is hindered by a number of obstacles. These obstacles include the need for further instruction and assistance, as well as the necessity of overcoming opposition from some members of the college staff.

The relevance of principals as a determinant in the academic achievement achieved by children has been shown to be a clear and present danger. On the other hand, the significance of cultivating greater leadership has been largely overlooked, and instead, the success of students is judged according to how well their teachers do their jobs. (Wang and Degol [2016](#))

This is an impractical assumption, given that there are other persons outside the instructor who have an impact on the kids in the classroom. Some pupils attending urban colleges in the state of California do not have access to the fundamental resources necessary for academic achievement. In addition, they do not provide learning settings that encourage a feeling of belonging and build healthy connections among all of the people who are a part of their respective college communities. The lack of high expectations for achievement leads to widespread academic failure among students.

Because of weak leadership, pupils do not all have equitable access to education, and the culture and atmosphere of their colleges are poisonous.

A term that keeps coming up in conversation is "leadership." Despite the fact that research is unequivocal in expressing the significance of a good environment, there continues to be inadequate leadership that prevents colleges from attaining their full potential in meeting the requirements of students. (Bigland, Evans et al. [2020](#))



## Research Methodology

The study was survey and descriptive in nature. The study comprised quantitative as well as qualitative (QUAN-qual) methods were used. The explanatory sequential technique was adopted. This study emphasized the role of college principals at public sector institutions. The population of the study comprised principals, lecturers, and students at public sector colleges. The simple random sampling technique was used by taking 312 respondents with the breakdown of Eight principals (08), Forty-eight lecturers (48), and Two hundred and fifty-six pupils (256).

## Data Analysis

**Table 1**

*Principal plans for managerial responsibilities of college*

No	RSP.	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	2	6	8	4.75	0.46
		%	0	0	0	25	75	100		
2.	Lecturers	F	0	0	1	38	9	48	4.17	0.43
		%	0	0	2	79	19	100		
3.	Students	F	22	6	16	136	76	256	3.92	1.13
		%	9	2	6	53	30	100		
Total		F	22	6	17	176	91	312	4.55	0.67
		%	3	1	3	52	41	100		

Note: RSP- Respondents, Stat. Statistics

Table 1 represents the principal plans for managerial responsibilities of the college; according to data, 52% of respondents agreed with the statement, 41% strongly agreed, 1% disagreed, and 3% strongly disagreed, whereas 3% of respondents were undecided with the statement. Collectively, 93% (52% + 41%) were agreed.

**Table 2**

*Principal plans for academic activities of the college*

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	1	7	8	4.88	0.35
		%	0	0	0	13	87	100		
2.	Lecturers	F	0	0	5	22	21	48	4.33	0.66
		%	0	0	10	46	44	100		
3.	Students	F	17	16	22	111	90	256	3.94	1.13
		%	7	6	9	43	35	100		
Total		F	17	16	27	134	118	312	4.38	0.71
		%	2	2	6	34	56	100		

Note: RSP- Respondents, Stat. Statistics

Table 2 represents the principal plan for the academic activities of the college. According to data, 56% of respondents strongly agreed with the statement, while 34% agreed, 2% respondents disagreed, and 2% strongly disagreed, whereas 6 of respondents were undecided about the statement. Collectively, 90% (56% + 34%) were agreed.

**Table 3**

Principal plans for learning activities of college students

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	3	5	8	4.36	0.52
		%	0	0	0	38	62	100		
2.	Lecturers	F	0	1	2	35	10	48	4.13	0.57
		%	0	2	4	73	21	100		
3.	Students	F	25	9	18	94	110	256	3.99	1.23
		%	10	3	7	37	43	100		
Total		F	25	10	20	132	125	312	4.16	0.77
		%	3	2	4	49	42	100		

Note: RSP- respondents, stat. statistics

Table 3 represents the principal plans for learning activities of college students. According to data, 49% of respondents agreed with the statement, while 42% strongly agreed, 2% respondents disagreed, 3% strongly disagreed, and 4% of respondents were undecided with the statement. Collectively, 91% (49%+42%) were agreed.

**Table 4**

Principal plans for the mechanism of classroom management

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	2	6	8	4.75	0.46
		%	0	0	0	25	75	100		
2.	Lecturers	F	0	1	3	19	25	48	4.42	0.71
		%	0	2	6	40	52	100		
3.	Students	F	12	14	22	114	94	256	4.03	1.04
		%	5	5	9	44	37	100		
Total		F	12	15	25	135	125	312	4.4	0.73
		%	2	2	5	36	55	100		

Note: RSP- Respondents, Stat. Statistics

Table 4 represents the principal plans for the mechanism of classroom management. According to data, 55% of respondents strongly agreed with the statement, while 36% agreed, 2% respondents disagreed, and 2% strongly disagreed, whereas 5% of respondents were undecided about the statement. Collectively, 91% (55%+36%) were agreed.

**Table 5**

The principal plans to check the work of clerical staff

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	4	4	8	4.50	0.53
		%	0	0	0	50	50	100		
2.	Lecturers	F	0	0	3	26	19	48	4.33	0.60
		%	0	0	6	54	40	100		
3.	Students	F	14	14	21	109	98	256	4.02	1.08
		%	6	5	8	43	38	100		
Total		F	14	14	24	139	121	312	4.28	0.73
		%	2	2	5	49	42	100		

Note: RSP- Respondents, Stat. Statistics



Table 5 shows that the principal plans to check the work of clerical staff. According to data, 49% of respondents agreed with the statement, while 42% strongly agreed, 2% respondents disagreed, and 2% strongly disagreed, whereas 5% of respondents were undecided about the statement. Collectively, 91% (49%+42%) were agreed.

**Table 6**

*Principal plans of observation of non-teaching staff*

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	3	5	8	4.63	0.52
		%	0	0	0	38	62	100		
2.	Lecturers	F	0	0	0	20	28	48	4.58	0.50
		%	0	0	0	42	58	100		
3.	Students	F	22	11	36	79	108	256	3.93	1.22
		%	9	4	14	31	42	100		
Total		F	22	11	36	102	141	312	4.38	0.74
		%	3	1	5	37	54	100		

Note: RSP- Respondents, stat. statistics

Table 6 represents the Principal plan of observation of non-teaching staff. According to data, 54% of respondents strongly agreed with the statement, while 37% agreed, 1% respondents disagreed, and 3% strongly disagreed, whereas 5% of respondents were undecided with the statement. Collectively, 91% (37%+54%) were agreed that

**Table 7**

*Principal plans for maintenance of laboratory equipment*

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	6	2	8	4.25	0.46
		%	0	0	0	75	25	100		
2.	Lecturers	F	0	1	2	38	7	48	4.06	0.52
		%	0	2	4	79	15	100		
3.	Students	F	26	11	27	141	51	256	3.70	1.14
		%	10	4	11	55	20	100		
Total		F	26	12	29	185	60	312	4.00	0.70
		%	3	2	5	70	20	100		

Note: RSP- Respondents, Stat. Statistics

Table 7 represents the principal plans for the maintenance of laboratory equipment. According to the data, 70% of respondents agreed with the statement, while 20% strongly agreed, 2% respondents disagreed, and 3% strongly disagreed, whereas 5% of respondents were undecided with the statement. Collectively, 90% (70%+20%) were agreed.

**Table 8**

*The principal joins the office with a pleasant and zealous mood*

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	2	6	8	4.75	0.46
		%	0	0	0	25	75	100		
2.	Lecturers	F	0	0	4	25	19	48	4.31	0.62

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
3.	Students	%	0	0	8	52	40	100	4.08	1.13
		F	18	9	18	99	112	256		
Total		%	7	3	7	39	44	100	4.38	0.73
		F	18	9	22	126	137	312		
		%	2	1	5	39	53	100		

Note: RSP- Respondents, Stat. Statistics

Table 8 shows that the principal joins the office in a pleasant and zealous mood. According to data, 53% of respondents strongly agreed with the statement, while 39% agreed, 1% disagreed, and 2% strongly disagreed, whereas 5% of respondents were undecided with the statement. Collectively, 92% (53%+39%) were agreed.

**Table 9**

Principal plans training for teachers to transmit updated knowledge

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	3	5	8	4.63	0.52
		%	0	0	0	38	62	100		
2.	Lecturers	F	0	2	2	32	12	48	4.13	0.67
		%	0	4	4	67	25	100		
3.	Students	F	27	7	28	106	88	256	3.86	1.22
		%	11	3	11	41	34	100		
Total		F	27	9	30	141	105	312	4.20	0.80
		%	4	2	5	48	41	100		

Note: RSP- Respondents, Stat. Statistics

Table 9 represents the principal plans for training teachers to transmit updated knowledge. According to data, 48% of respondents agreed with the statement, while 41% strongly agreed, 2% disagreed, and 4% strongly disagreed, whereas 5.03% of respondents were undecided with the statement. Collectively, 89% (48%+41%) were agreed.

**Table 10**

Principal plans literary activities for students

No	RSP	Stat.	Responses					Total	Mean	SD
			SDA	DA	UD	A	SA			
1.	Principal	F	0	0	0	5	3	8	4.38	0.52
		%	0	0	0	63	37	100		
2.	Lecturers	F	0	2	2	23	21	48	4.31	0.75
		%	0	4	4	48	44	100		
3.	Students	F	30	10	28	92	96	256	3.83	1.29
		%	12	4	11	36	37	100		
Total		F	30	12	30	120	120	312	4.17	0.85
		%	4	3	5	49	39	100		

Note: RSP- Respondents, stat. statistics

Table 10 shows that the principal plans literary activities for students. According to the data, 49% of respondents agreed with the statement, while 39% strongly agreed, 3% disagreed, and 4% strongly





disagreed, whereas 5% of respondents were undecided about the statement. Collectively, 88% (49%+39%) were agreed.

## Findings

The findings of the study were:

- 52% of the Participants agreed with the principal plans for managerial responsibilities of the college, 41% strongly agreed, 1% Participants disagreed, and 3% strongly disagreed, whereas 3% of the Participants were undecided. Collectively, 93% (52%+41%) agreed that the principal plans for managerial responsibilities of the college.
- 56% of the Participants strongly agreed that the principal plans for the academic activities of the college. While 34% agreed, 2% of the Participants disagreed, 2% strongly disagreed, whereas 6% of the Participants were undecided. Collectively, 90% (56%+34%) agreed that the principal plans for the academic activities of the college.
- 49% of the Participants agreed that the principal plans for learning activities of college students, while 42% strongly agreed, 1.87% of Participants disagreed, and 3% strongly disagreed, whereas 3% of the Participants were undecided. Collectively, 91% (49%+42%) agreed that the principal plans for the learning activities of college students
- 55% of the Participants strongly agreed that the principal plans for the mechanism of classroom management, while 36% agreed, 2% Participants disagreed, and 2% strongly disagreed, whereas 4.96% of the Participants were undecided. Collectively, 91% (55%+36%) agreed that the principal plans for the mechanism of classroom management.
- 49% of the Participants agreed that the principal Plans to check the work of clerical staff, while 42% strongly agreed, 2% Participants disagreed, and 2% strongly disagreed, whereas 5% of the Participants were undecided. Collectively, 91% (49%+42%) agreed that the principal Plans to check the work of clerical staff
- 54% of the Participants strongly agreed with the principal plans of observation of non-teaching staff, while 37% agreed, 1% Participants disagreed, 3% strongly disagreed, and 5% of the Participants were undecided. Collectively, 91% (54%+37%) agreed that the principal plans of observation of non-teaching staff
- 70% of the Participants agreed that the principal plans for maintenance of laboratory equipment, while 20% strongly agreed, 2% disagreed, and 3% strongly disagreed, whereas 5% of the Participants were undecided. Collectively, 90% (70%+20%) agreed that the principal plans for the maintenance of laboratory equipment
- 53% of the Participants strongly agreed that the principal joined the office with a pleasant and zealous mood. While 39% agreed, 1% of the Participants disagreed, 2% strongly disagreed, whereas 5% of the Participants were undecided. Collectively, 92% (53%+39%) agreed that the principal joined the office in a pleasant and zealous mood.
- 48% of the Participants agreed that the principal plans trainings for teachers to transmit updated knowledge. While 41% strongly agreed, 2% of the Participants disagreed, and 4% strongly disagreed, whereas 5% of the Participants were undecided. Collectively, 89% (48%+41%) agreed that the principal plans trainings for teachers to transmit updated knowledge.
- 49% of the Participants agreed that the principal plans literary activities for students, while 39% strongly agreed, 3% Participants disagreed, and 4% strongly disagreed, whereas 5% of the Participants were undecided. Collectively, 88% (49%+39%) agreed that the principal plans literary activities for students.

## Conclusions

The study concluded that the majority of respondents agreed with the statement principal plans for managerial responsibilities of college, while most of the respondents strongly agreed, very few respondents disagreed, and few strongly disagreed, whereas some respondents were undecided about the statement. Collectively, the majority of the respondents were agreed. The study was affirmed that majority of respondents agreed with the statement that principal plans for academic activities of college while most of respondents were strongly agreed, few of respondents were disagreed and very few of respondents were

strongly disagreed whereas some of respondents were undecided with the statement. Collectively, majority were agreed. The study was depicted that majority of respondents agreed with the statement that that principal plans for learning activities of college students while most of respondents were strongly agreed few of respondents were disagreed and a very few of respondents were strongly disagreed whereas Some of respondents were undecided with the statement. Collectively, majority were agreed. The study was explored that majority of respondents strongly agreed with the statement that principal plans for mechanism of class room management while most of respondents were agreed, few of respondents were disagreed and a very few of respondent were strongly disagreed whereas some of respondents were undecided with the statement. Collectively, majority were agreed. The study was showed that majority of respondents agreed with the statement that principal plans to checking the work of clerical staff while most of were strongly agreed, few of respondents were disagreed and very few of respondents were strongly disagreed whereas some of respondents were undecided with the statement. Collectively, majority were agreed. The study was explored that majority of respondents strongly agreed with the statement that Principal plans of observation of non-teaching staff while most of respondents were agreed, very few respondents were disagreed and few of were strongly disagreed whereas some of respondents were undecided with the statement. Collectively majority were agreed. The study concluded that majority of respondents agreed with the statement while some of respondents were strongly agreed, very few respondents were disagreed and few of respondents were strongly disagreed whereas few of respondents were undecided with the statement. Collectively, majority were agreed. The study was affirmed that most of respondents agreed with the statement while majority of respondents were strongly agreed, very few respondents were disagreed and few of respondents were strongly disagreed whereas a few of respondents were undecided with the statement. Collectively, majority of respondents were agreed. The study was depicted that almost half of respondents agreed with the statement while most of respondents were strongly agreed, A very few respondents were disagreed and a few of respondents were strongly disagreed whereas few of respondents were undecided with the statement. Collectively, majority were agreed. The study was concluded that almost half of respondents agreed with the statement while most of respondents were strongly agreed, very few of respondents were disagreed and very few of respondents were strongly disagreed whereas few of respondents were undecided with the statement. Collectively majority were agreed.

## Recommendation

The study recommended as follows:

- The vigilance team must be notified to check & balance the academic activities held in the college. The team members must be selected and assigned duties as per their expertise to check the events in college.
- Educational seminars, science exhibitions, and other festivals must be organized for students in the college.
- The training programs must be arranged for the college teachers to keep the staff updated. Principals are responsible for ensuring that all employees adhere to the college's policies and procedures.
- The principal was responsible for ensuring the upkeep of various student facilities in conjunction with appropriate governmental agencies.
- Principals should have the ability to hire janitors, custodians, and other support workers who do not teach at the college.
- The funding shouldn't only be used for upkeep of the facilities; it should also be used to support students who need it.
- It is the responsibility of principals to provide extracurricular opportunities for teachers.

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