

Effect of School Leadership Development Program on Professional Development of Secondary School Heads

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Abstract

Professional development is primarily concerned with acquired skills and knowledge for both career and personal development. The research was conducted to find out the effect of school leadership development program regarding professional development of secondary school heads. The major objectives of this study were to investigate the effectiveness of school leadership program on the professional development of secondary school heads. Quantitative approach was selected and survey research design was used. The population of the study comprised all the heads of secondary schools of Pakpattan. All eighty-eight male and female heads of public secondary schools of district Pakpattan were taken as the sample of the study. Self-developed questionnaire was used for data collection. The data was collected through questionnaire and analyzed by the Statistical Package for the Social Sciences (SPSS) software. Data was analyzed by using descriptive and inferential statistics. Mean and standard deviation were calculated. One-way ANOVA and independent sample t-test were used to find the significance difference among demographic variables.

INTRODUCTION

The Professional Development of Heads

Professional development is defined as a complete program of formal activities to enhance the professional skill of the educational administrators. Odhiambo (2018) states that there are many terms used for professional development like career development, ins-service training, professional learning, continuing education, staff development and the continuous professional development. Professional development is primarily concerned with acquired skills and knowledge for both career and personal development (Hammond, 2017). Effective professional development affects learners' achievement level in a school. It continues and includes training and practical application of learned content (Schleicher, 2016).

To become more effective, school heads should prioritize their own professional development. Liljenberg (2021) has emphasized the need to enhance the capacity building of the heads to improve the schools. The professional development has gained much significance for school leadership and student learning. The head teachers who undergo the professional development should put their new knowledge and acquired skills to practice. All formal or the informal practices, scheduled training programs, conferences, seminars or workshops, refresher

courses, debates and discussions among the peers constitute the professional development (Service & Thornton, 2021).

The Need of Training for the Heads

The professional training undoubtedly improves the efficiency and effectiveness of the heads. Shahzad and Rabica (2020) have suggested that induction of well-trained educational leaders is imperative for positive change in educational institutions. All educational leaders need the acquisition of professional learning. The heads should be trained in such a manner that they may tackle the new world challenges successfully (Elkington, 2017). In Pakistan, before joining the teaching post at school, training programs have been scheduled for the school teachers but the heads of the public schools are not trained through leadership programs before joining the post of head of the school (QAED, 2018).

Well-trained educational leadership is the voice of the current time but many technical, financial and administrative constraints have hindered in attaining the desired objective. In Pakistan, most of the training programs are short term and they do not make the trainees, innovative and creative thus they result in a very confined change. So, such training programs should be supportive, long-term and incorporated with current knowledge (SLDTP, 2018).

School Leadership Development Program for the Heads

Yousaf (2016) is of the view that prevailing situation of the educational institutions in Pakistan demand the personal, social and professional development of the school heads to meet the challenges and training need analysis to enhance the leadership skills has strengthened this view. Hence, it is essential to launch innovative, productive and quality leadership program for the improvement and development of leadership of the school leaders. So, the school education department has identified the necessity of well-skilled educational leadership for school reforms (Khan, 2017).

High quality leadership learning program are the need of the existing time and such programs should be administered and conducted theoretically to meet the new challenges and needs of the prevailing system. Hammond (2017) found out that newly appointed heads face problems in finances, threats, dropout, indiscipline, budgeting and incompetent staff. So, his study recommended the four areas to be kept in the content of future management training programs and these areas include the following:

- financial management
- context-specific training
- various strategies for program delivery
- field-based training

Head and the Technology

According to Banks (2019), this is digital era that has absolutely changed leadership too. The impacts of using digital technologies in school for improving learning outcomes are undoubtedly very positive and considerable (Bulman, 2016). It is the need of time to include the digital education in educational policies with capacity building of teachers as well as the heads (Conrads, 2017).

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Head as a Conflict Manager

Chika (2020) is of the view that conflict in any social setting is inevitable. According to Florence (2019), in any organization, the interpersonal conflict generally takes place between two or more persons and mostly it is because of disagreement between the workers that consequently affects the output and overall performance. The timely identification and resolution of conflict is conflict management skill of the successful and effective managers.

Head as a Problem Solver

According to Lonyian (2018), the head teacher is true problem solver and he ensures the timely solution of all educational problems particularly concerned with the teachers and the learners. The school succeeds when the head resolves the problems through good rapport with the local community.

Head as a Leader

Odhiambo (2018) says that a head of a school as a leader develops a true system of professional development of his teaching staff and he engages different stakeholders in the process of the effectiveness and success of school. Gyasi (2016) says that leader is a person who unifies the followers' views towards a specific destination. A school may never function effectively without an effective leader.

Leadership

Benmira (2021) has considered 'leadership' as the multifaceted and very winding domain. It has clinched great significance and constant researches have been conducted on this rich topic. But its complexity has made its discussion confusing. This is why, it seems most studied but less comprehended topic. According to Muhovich (2017), the studies about leadership commenced in 20th century after the industrial revolution and the various styles were applied in educational institutions which were originated for business.

Concept of Leadership

According to Yalcinkaya (2021), the researchers have defined the concept of leadership differently keeping the different theories, approaches, styles and models in view. According to Gyasi (2016) and Malechwani (2018), leadership is the art or process of influencing people positively so that they will endeavor willingly towards the achievement of goals. Dinibutun (2020) has considered the leadership as the process of influencing other people to attain a particular objective.

Importance of Leadership

Around the world, the topic of leadership has fetched great value and worth. Its role in a successful school is accepted. The quality of education and effectiveness of school indicates the quality of leadership. Froiland (2019) and Bhattacharyya (2018) both have considered the effective leadership as the main source of certain success and progress in any field. Mohiuddin (2020) has reported that many previous researches have proven the positive impact of leadership on workers, performance and retention. Any organization without effective leadership will seem like a rudderless ship that will surely and consequently ruin.

Leadership Styles or Leader's Behavior

Nisar (2020) has discoursed that philosophy, theory, model, approaches, behavior and style are the words associated with the concept of leadership. The manner by which a leader directs and motivates his followers to reach the destination, is known as leader's style (Khajeh, 2018). Dinibutun (2020) has identified various leadership styles.

- **Democratic Style**

This style stresses on sharing approach. Daft (2018) opines that authority is delegated to the followers in democratic style. A leader encourages, bucks up his followers, honors their views and utilizes their knowledge cum expertise. Cherry (2020) has named it as the participatory style. All the members have the open opportunity to share their views in decision making. The productivity is praised and creativity is appreciated.

- **Autocratic Style**

Cherry (2020) has recognized it as authoritarian style. According to Daft (2018), autocrats are self-centered. They are desirous to remain in the center of the game. They love to use coercive power and authority to control the workers. In autocratic behavior, the leader applies his influence, gives instructions and commands for work assigned to the subordinates.

- **Bureaucratic Style**

Ullah (2021) has elaborated that bureaucratic style believes in strict compliance of the rules and the true follow of the procedures. It is suitable in sensitive disciplines like monitory matters, security jobs, mechanical work, health treatments, and handling complex things.

- **Visionary Style**

It is very effective style in all sorts of organizations as it focuses on mission and vision while influencing the subordinates to achieve the objectives (Dhammika, 2016). A visionary leader frames the vision with specific objectives for the staff members. According to Daft (2018), visionary style is achievement oriented in which a leader, with a clear vision in view, puts highest level of excellence in front of the followers to reach the destination.

- **Charismatic Style**

Charisma has been defined as a fire that ignites followers' energy and power. It produces the highest results. The team members are instigated emotionally by the charismatic leaders and the mates are ready for personal sacrifices to perform extraordinarily. Khajeh (2018) has considered it the most successful style.

- **Laissez-Faire Style**

Hassan (2021) is of the view that laissez-faire leader permits the followers to make the decisions at their own. He leaves the employees entirely independent. This behavior is opposite to the autocratic. Ilyas and Ashfaq (2020) has commented that in this style, leader avoids to take any responsibility, pressure and the workers indulge in making decisions. A laissez-faire leader follows the policy of non-interference in administrative assignment (Abid, 2016).

- **Situational Style**

It is mainly task-oriented as well as people-oriented leadership. This approach has been successful in attaining the desired objectives particularly in educational institutions. It is the mixture of all leadership styles but it suits to such situation where the followers are low efficient (Walls, 2019).

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As a coach, the leader defines everything and seeks their support while delegating the power to get the work done (Alraythi, 2021).

Personal and Professional Traits of a Head

A head of the school as a leader possesses very vital position. In all situations, he is a status leader. But he is supposed to possess some particular characteristics of leadership which are personal, professional, social and physical. According to Kalkan (2020), a school head being a leader should be honest, sympathetic, mentally strong, inspiring, possessing ethical and religious values, bold, problem solver and fair minded.

Objectives of the Study

The objectives of the study were to:

1. examine the effectiveness of SLDP on the professional development of secondary school heads.
2. find out the difference between professional development of male and female heads of secondary schools.
3. find out the differences between professional development of the heads of rural and urban secondary schools.
4. find out the difference of professional development of male and female heads of the secondary schools on the basis of qualification.
5. find out the difference of professional development of male and female heads of the secondary schools on the basis of experience.

Research methodology

Research Design

The study was quantitative in nature. Survey method assists in obtaining the opinions of the respondents. Population of this study comprised on all the heads of secondary schools of Pakpattan.

Sample of the Study

Multi stage stratified sampling was used to select the sample and it was drawn for the study through three stages. Census sampling technique was used to select the head teachers according to their demographic characteristics. There were total 88 schools (54 males and 34 female) in District Pakpattan. Thus, all the head teachers of male and female public schools were selected as sample from each selected tehsil.

Instrumentation

A personally developed questionnaire which is generally used to collect the data from the participants of the study (Hassan, 2021) was used by the researcher for data collection. Part-I of the questionnaire constituted of demographic variables like gender, tehsil, school locality, qualification, heads' designation and professional experience. Part-II consisted on Professional Development (Leadership Style, Leadership Skills, Personal Skills and Staff Development). Every item was rated on five-point Likert type scale; 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree.

Data Collection

The researcher collected the desired data from the heads of all secondary schools of district Pakpattan. Questionnaire was personally distributed and collected from the respondents. All the

respondents were clearly informed that the activity of the data collection was only for the purpose of research.

Data Analysis

SPSS (Statistical Package for Social Sciences) was used for the data analysis. In this study, the descriptive statistics were used to calculate frequencies, means and standard deviations. In inferential statistics, independent samples t-test was used to find out the significance difference among demographic variables (gender, locality and tehsil). One Way ANOVA was applied to check the difference among demographic variables (qualification and experience).

Results

Table: 1
Mean and Standard Deviation of Professional Development and its Sub Factor of Leadership Styles

S. No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	I can lead my team members confidently.	0	1	0	51	36	4.39	.556
2	I feel pleasure in adopting authoritative style.	57	25	2	3	1	1.48	.802
3	I apply democratic approach of leadership.	0	1	0	53	34	4.36	.550
4	I keep on coaching my staff members.	0	0	0	54	34	4.39	.490
5	My style is people-focused.	2	1	5	46	34	4.24	.802
6	I always forcefully get the work done.	51	28	2	6	1	1.61	.915
7	I am visionary.	2	2	3	53	28	4.17	.791

Table 1 indicates that mean value of statement 1 (leading team members confidently) was ($M = 4.39$, $SD = .556$), similarly, mean value of statement 4 (coaching the staff members) was ($M = 4.39$, $SD = .490$) and mean value of statement 3 (application of democratic approach) was ($M = 4.36$, $SD = .550$) which were higher than the mean values of other statements. It showed that the factors of leading team members confidently, coaching the staff members and application of democratic approach were more focused by the heads of the schools as compared to the other factors. However, the mean scores of factors 6 (getting the work done forcefully) and 2 (adopting authoritative style) were ($M = 1.61$, $SD = .915$) and ($M = 1.48$, $SD = .802$) which were the lowest. It indicated that the factors of getting the work done forcefully and adopting authoritative style were less focused by the heads of schools.

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Table: 2
Mean and Standard Deviation of Professional Development and its Sub Factor of Leadership Skills

S. No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	I can make decisions according to the prevailing situation.	0	0	0	61	27	4.31	.464
2	I am capable to solve any problem faced in school.	0	0	2	58	28	4.30	.506
3	The time is well-managed in all the activities.	0	1	1	57	29	4.30	.550
4	I can manage the different conflicts in staff members.	0	1	2	59	26	4.25	.552
5	When I face any stress, I am able to release it.	0	2	1	63	22	4.19	.564
6	I appreciate the new ideas from the staff members.	0	0	0	44	44	4.50	.503

Table 2 indicates that mean value of statement 6 (appreciating new ideas from staff members) was ($M = 4.50$, $SD = .503$), similarly, mean value of statement 1 (decision making) was ($M = 4.31$, $SD = .464$) which were higher than the mean values of other statements. It showed that the factors of appreciating new ideas from staff members and decision making were more focused by the heads of the schools as compared to the other factors. However, the mean score of the factor 5 (release of stress) was ($M = 4.19$, $SD = .564$) which was the lowest. It indicated that the factor of release of stress was less focused by the heads of schools.

Table: 3
Mean and Standard Deviation of Professional Development and its Sub Factor of Personal Skills

S. No	Statement	SD	D	U	A	SA	Mean	Std. Deviation
1	I can communicate effectively with staff members.	1	0	0	54	33	4.34	.604
2	I use the computer for office management.	18	27	2	22	19	2.97	1.504
3	The staff is motivated by me before each activity.	0	1	0	62	25	4.26	.514
4	I find excellence in my work now.	0	2	7	61	18	4.08	.611

Table 3 indicates that mean value of statement 1 (effective communication with staff members) was ($M = 4.34$, $SD = .604$), similarly, mean value of statement 3 (staff motivation) was ($M = 4.26$, $SD = .514$) which were higher than the mean values of other statements. It showed that the factors of effective communication with staff members and staff motivation were more focused by the heads of the schools as compared to the other factors. However, the mean score of the factor 2 (use of computer for office management) was ($M = 2.97$, $SD = 1.504$) which was the lowest. It indicated that the factor of use of computer for office management was less focused by the heads of schools.

Table: 4
Mean and Standard Deviation of Professional Development and its Sub Factor of Staff Development

S. No	Statement	<i>SD</i>	<i>D</i>	<i>U</i>	<i>A</i>	<i>SA</i>	Mean	Std. Deviation
1	I plan every activity in my school with the help of staff members.	0	0	0	52	36	4.41	.494
2	I monitor my staff members' performance.	0	0	0	61	27	4.31	.464
3	The decisions are reviewed by me constantly.	0	2	3	55	28	4.24	.625
4	The performance of the teachers is evaluated by me.	0	0	1	63	24	4.26	.467
5	I am confident in building a team for any activity.	0	0	1	56	31	4.34	.500
6	I can manage the behaviour of staff members.	0	5	3	59	21	4.09	.705

Table 4 indicates that mean value of statement 1 (planning every activity with the help of staff members) was ($M = 4.41$, $SD = .494$), similarly, mean value of statement 5 (team building for every activity) was ($M = 4.34$, $SD = .500$) which were higher than the mean values of other statements. It showed that the factors of planning every activity with the help of staff members and team building for every activity were more focused by the heads of the schools as compared to the other factors. However, the mean score of the factor 6 (managing behavior of staff members) was ($M = 4.09$, $SD = .705$) which was the lowest. It indicated that the factor of managing behavior of staff members was less focused by the heads of schools.

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Table: 5

Independent Samples t-test to identify the difference between Male and Female head teachers of secondary schools regarding Professional Development

Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Df</i>	<i>T</i>	<i>Sig.</i>
Male	54	91.2407	6.79882	86	-1.002	.319
Female	34	92.6176	5.33152			

Table 5 indicates that an independent sample t-test was applied to identify the difference between male and female head teachers of secondary schools regarding the Professional Development. There was no significant difference between male ($M = 91.2407$, $SD = 6.79882$), $t = -1.002$, $p = .319$ and female ($M = 92.6176$, $SD = 5.33152$), Therefore, it determines that no gender wise difference exists between male and female head teachers regarding the Professional Development.

Table: 6

Independent Samples t-test to identify the difference between secondary schools of Pakpattan and Arifwala regarding Professional Development

Tehsil	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Df</i>	<i>T</i>	<i>Sig.</i>
Pakpattan	41	92.0976	5.23357	86	.451	.653
Arifwala	47	91.4894	7.10747			

Table 6 indicates that an independent sample t-test was applied to identify the difference between Pakpattan and Arifwala head teachers of secondary schools regarding the Professional Development. There was no significant difference between Pakpattan ($M = 92.0976$, $SD = 5.23357$), $t = .451$, $p = .653$ and Arifwala ($M = 91.4894$, $SD = 7.10747$), Therefore, it determines that no significant difference exists between Pakpattan and Arifwala head teachers regarding the Professional Development.

Table: 7

Independent Samples t-test to identify the difference between Urban and Rural head teachers of secondary schools regarding Professional Development

Locality	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Df</i>	<i>T</i>	<i>Sig.</i>
Urban	14	96.5000	4.71903	86	3.236	.002
Rural	74	90.8784	6.15541			

Table 7 indicates that an independent sample t-test was applied to identify the difference between urban and rural head teachers of secondary schools regarding the Professional Development. There was significant difference between urban ($M = 96.5000$, $SD = 4.71903$), $t = 3.236$, $p = .002$ and rural ($M = 90.8784$, $SD = 6.15541$), Therefore, it determines that significant difference exists between urban and rural head teachers regarding the Professional Development.

Table: 8
One-way ANOVA for the Difference among Head Teachers of Secondary Schools about Professional Development on the Basis of Qualification

Qualification	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	8.733	24	.364	.908	.591
Within Groups	25.256	63	.401		
Total	33.989	87			

Table 8 indicates that one-way ANOVA was applied to identify the difference among head teachers of secondary schools. Results indicated that there was no significant difference $F(24, 63) = .908, p = .591$ in Professional Development on the basis of their qualification (B.A/B. Sc, M.A/M. Sc, M. Phil, Ph. D). It is concluded that there was no significant difference in Professional Development on the basis of their qualification.

Table: 9
One-way ANOVA for the Difference among Head Teachers of Secondary Schools about Professional Development on the Basis of Designation

Designation	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	25.409	24	1.059	1.125	.345
Within Groups	59.307	63	.941		
Total	84.716	87			

Table 9 indicates that one-way ANOVA was applied to identify the difference among head teachers of secondary schools. Results indicated that there was no significant difference $F(24, 63) = 1.125, p = .345$ in Professional Development on the basis of their designation (Incharge Head, Headmaster, Senior Headmaster, Principal). It is concluded that there was no significant difference in Professional Development on the basis of their designation.

Table: 10
One-way ANOVA for the Difference among Head Teachers of Secondary Schools about Professional Development on the Basis of Experience

Experience	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	26.213	24	1.092	.908	.591
Within Groups	75.787	63	1.203		
Total	102.000	87			

Table 10 indicates that one-way ANOVA was applied to identify the difference among head teachers of secondary schools. Results indicated that there was no significant difference $F(24, 63) = .908, p = .591$ in Professional Development on the basis of their experience (Less than 5 years, 6-10 years, 11-15 years, More than 15 years). It is concluded that there was no significant difference in Professional Development on the basis of their experience.

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Discussion

In the domains of heads' professional development, educational leadership, pre-service, induction and in-service trainings, the research work of Adams (2017), Hammond (2017), Brubaker (2018), Katherine (2018), Odhiambo (2018), Siddiqui (2019), Banks (2019), Atasoy (2020), Kalkan (2020) and Wangmo (2021) is of great worth. Siddiqui (2019) has conducted a study on the effects of leadership on school performance comparing the perceptions of teachers and head teachers of special and regular schools in Karachi. However, Odhiambo (2018) attempted a research work on continuous professional development (CPD) in Pakistan.

So far as the school leadership development program is concerned, Santhakumar (2017) conducted a study on SLDP-2014 in Indian state of Karnataka. While, Mythilli (2019) produced another research work on school leadership for women in India. In the meanwhile, Sarma (2019) appeared with study work on the managerial performance of primary head teachers in Andhra Pradesh, India. There are number of researches on different dimensions of leadership programs on international level as Heng et al. (2016) conducted a study on successful school leadership. Barakat and Reames (2018) accomplished the study on leadership preparation programs while Diaz (2018) attempted on educational leadership trainings. The latest research work of Lilijenberg (2021) is on professional development practices to enhance principals' skills.

In Pakistan, particularly, in the province of Punjab, there is nominal research work on any leadership training program for the heads of schools. According to Khatak (2015), having different variables, various studies have been conducted on leadership styles and behaviors and further their application in the educational institutions in Pakistan. However, Faraz (2016) conducted a study on the evaluation of educational leadership in Pakistan. Khan (2017) produced his work on what makes effective principals while on the rationale of school leadership development, Malik (2018) presented his work. However, Khanam and Quraishi (2019) accomplished the study on the impact of new genre leadership style. But no one has conducted a research work on the effectiveness of the School Leadership Development Program-2017-2019 of Punjab, Pakistan.

Recommendations

1. There may be a systemic mechanism of to make up the deficiencies of head teachers' performance like use of computer for office management, PEEDA Act, pension cases and feedback of students' performance to the parents in further trainings.
2. The domains of SLDP may be linked with the promotion of the head teachers with a considerable weightage.
3. More training sessions may be organized for female head teachers to make up the discrepancies in the domain of administrative performance.
4. More training sessions may be scheduled for head teachers of secondary schools of rural locality to cover the deficiencies in both administrative and professional domains.

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