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## **Ways of Effective School Management: The Role of School Principals in Building of Quality and Effective School**

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### **Abstract**

Effective school management is an important responsibility for principals around the globe, for this purpose different organizations create workshops, responsibility divisions, and training programs to be able to maintain a well-organized environment. Among the many opinions regarding the role of school principals, few can argue that they are the driving force behind the most effective and academically rigorous schools in the country. School principals need to be financially responsible too, and in order to be successful in this area, it is critical to have the support of parents, students, and the community. School management productively becomes a support for creating a generation of high achievers and for the implementation of a school culture that adapts to society's needs. Principals who understand the challenges associated with leadership are more likely to build excellent school culture. This paper aims to contribute experience and ideas of effective school management, not only for the principal but also for the school's improvement and effectiveness. It will also explore the nature and essence of effective school management. This study will follow a quantitative research methodology; the literature review will discuss the factors affecting school management and the role of the principal in this regard. This study will help other researchers to understand the issues related to school management and the effectiveness of principals as leaders. This study further aims to examine whether the principals' emotional intelligence makes them more effective transformational leaders (specifically, their ability to recognize emotional states in others), as demonstrated by how emotions are framed. For the research purpose, a total of 69 randomly selected primary school's data were analyzed for their principals and teachers. The principals took part in a performance task that assesses their ability to identify and communicate emotions.

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Among the teachers' samples, half reported on principal leadership behaviors. In contrast, others commented on teachers' subjective perceptions of principals, as displaying leadership behaviors that reinforce teachers' reframing of unfavorable emotions into more positive ones. Teachers' emotional reframing, and principals' ability to recognize emotions, were associated with principals' transformational leadership behaviors [1].

**Keywords:** School effectiveness; leadership; school principals; transformational leadership; emotional recognition.

## **1. Introduction**

The nice traits of correct fundamental would be very difficult to be shortened in nine alphabets, but according to the researcher, every alphabet of the word 'principal' stands for having a mission, which helps in measuring the good abilities of good school leaders. Headship is a complicated challenge; know-how, practice, and having great abilities are the basic qualities of a good leader. We cannot define school leaders, but we can say that good leader are the ones that apply their experience and knowledge about education to good effect. The arena of tutorial control relates various methods and installed disciplines collectively with a price range, considerable management, psychology, sociology, and political era. Another important factor that is included in the training institution is proper health control within the pre-decided price range, selected human assistance, and the specified cut-off dates. These training institutions involve the right amount of time, human effort, and a fixed budget that helps in achieving the required goals. The strategies that are part of these training programs are not fixed; they get evolved according to the needs of the new program. Powerful school management is important to improve the performance and justice of education. At the school-structures interface, school control offers a bridge amongst inner school development techniques and externally initiated reforms, but faculty management does no longer operates in static educational environments. As international locations are on the lookout to confirm their schooling structures according to the wishes of current society, the expectancies for schools and school leaders have modified profoundly. Many nations have made faculties extra self-reliant of their choice making while centralizing requirements, and duty necessities that faculties adopt using new studies-based techniques for education and mastering. The roles and obligations of leaders have elevated and intensified, by keeping up with adjustments. Given the elevated sovereignty and responsibility of schools, leadership at the university degree is more critical than ever. Coverage makers want to adapt college leadership coverage to new environments by addressing the predominant demanding situations which have arisen over time. International locations are looking to develop new situations for school management that can provide modern and future academic environments. Since expectancies of what leaders need to accumulate have changed, it is important that the definition and distribution of responsibilities, as well as the stages of training, and incentives are also modified. Ensuring destiny superb management is also essential for school improvement. The management staff in different countries is getting old and will retire a large number of faculty leaders over the following five to 10 years. At a time of excessive demographic turnover in faculty leaders, schooling systems would want to invest in destiny leaders and making management an appealing profession. The current project of control, in systemic phrases, is not always best to improve the high-quality of cutting-edge leaders but additionally to extend clean plans for future management and effective techniques for management succession [2]. Education systems have, for many years, relying on a minimal, highly centralized bureaucracy with tightly controlled goals, budgets,

curriculums, personnel, and evaluation systems [3]. This thing was especially true for primary schools [4]. Increasing decentralization has occurred in Israel's educational sector due to the near-endless birth rate and neoliberal views [5-7]. Reforms incorporating the elements of decentralization, accountability, and competition have been suggested as critical reforms to refashion the system [7]. Teachers tend to go through negative emotions as the reforms can cast an impact on different aspects of the plan [8]. It is the responsibility of an effective leader to ensure that the negative feelings among the staff don't cast a negative impact on the performance of a leader [9]. Therefore, leaders are supposed to pay much attention to employees' negative emotions to increase performance. For instance, the educational literature identifies several examples of school leaders intentionally supporting teachers and managing their emotions. School administrators in Israel have practiced transformational behavioral strategies on a regular basis for the past decade. Teachers using these behaviors are attempting to manage teachers' negative emotions, and they can sometimes be seen as part of a coping mechanism.

## **2. Background of research**

Management of the school is an important factor that defines the value of the education since it indirectly determines the value of syllabus, educational resources, and structure [10]. From a management point of view, an effective school will maximize the utilization of all its resources. As a formal educational institution, schools are obliged to make graduates who have academic capabilities, skills, educated mindsets, and mentality fit characters so that students have competitiveness after they graduate from an institution [11]. Schools with strong leadership skills are projected to be able to build useful school managerial skills, because they are backed by many characteristics, such as technology application, different cultures in school, management information systems, and development in businesses. In reality, all principals are not able to run their schools through strong leadership skills [12]. Leadership is vital for school management as it builds an environment where workloads are properly shared. In addition to this good organization helps in proper responsibilities divisions and task creation that make sure that work processing is smooth and shared goals are achieved [13]. School quality can be improved with the help of involvement and cooperation between principals, employees, teachers, and students. The fundamental element in the success of the principal is to understand the essence of supervision [13]. Supervision deals with controlling the conditions and situations that are essential to fulfill educational goals [14]. A principal with competent leadership skills can manage task divisions more accurately. Principals who also act as managers in their jobs should possess basic management skills. The main functions that must be maintained by any principal as a manager are planning, organizing, leading, and controlling the school management [15]. Basic skills that are important are concept building, development of human relations, technical skills, and good communication [14, 16]. In addition, school management productivity becomes a support for the birth of a generation of high achievers and the application of school culture that adapted to the times. This attitude displays the principal sensitivity toward all kinds of reformations. These reformations can prove to be vital for education-related reformations [17]. Such school culture is closely related to the vision of the principal. Principals who possess a vision for future challenges are more likely to build a successful school culture [18]. Extracurricular activities are imperative for the results of the achievement and can be built through a positive school culture. With extracurricular activities, the school could also focus on the fields they want to develop, which in turn could be an advantage [19]. The concept of effective schools could be pursued through

effective and efficient organizational procedures implemented by the school principal and school management. Adequate organizational capacity created a good bureaucratic system. Conversely, if the principal leadership could not work well, it would undermine the performance of the organization, which indirectly would become a weakness [20]. Apart from the inherently personal leadership by the principals, there were other factors that were important in building effective management. These factors included the role of technology, an integrated information system, role of teachers, students, employees, and communities involved with the school [12]. Research works have shown that effective school management is closely related to principal's managerial abilities, and the school culture. However, some of the results had not elaborated on the factors that influenced the way the principal led and the application of involvement that support the realization of effective school management [21]. The main focus of this research is to determine the application of leadership skills of principals and the importance of those skills in effective school management. This research is important as it involves all components of schools and their role in determining the effectiveness of the school [22].

### **3. Literature review**

#### **3.1. *Manners of management via Dr. Prince Efere***

Patterns that spark off increased workforce inspiration, motivation, achievement, satisfaction, and profitability ought to be supported, as Dr. Prince Efere wrote in "The fashion of management". The management gets depressed, while those having the opposing effect [23].

#### **3.2. *Authoritarian style***

Efere (2003) describes the authoritarian style as a pressured way of management. This style of management offers strict managers that make the work more efficient and instantaneous. Mostly, the managers that follow the authoritarian style of management focus on the "do as it has been said" method. As this is a dictator style of management so talking about in modern enterprise business this style of management would fail as it is demotivating for the workers. This method is best suited for emergency circumstances, such as the army [23].

#### **3.3. *Democratic style***

While the authoritarian style keeps control, the democratic style is the opposite of it. This style works with harmony between the workforce and looks after everyone's opinion and interest. The democratic managers would try to create synchronize harmony between the work and the manager, and provide space for creativity. This style of management works well in complex situations where a leader knows how to solve the problem and maintain a well-connected relationship between the manager and the workers. Democratic style of management encourages possible correspondence within the association, improving harmony and cooperation [24].

### **4. Characteristics of effective school principals**

Ingle (2009) suggested through his research that an important part of being a notable chief is developing leadership skills in others. According to his work, the supervisor and leader of the faculty is the Principal. This

study marks the traits of an ideal school predominant word “principal” accommodates ([25]).

#### **4.1. Roles and responsibilities of school principals**

School leadership can make a difference in pupil outcomes with the aid of creating the right environment for instructors to improve lecture room practice and scholar mastering. Evidence has shown that there are unique leadership roles that have major impacts on teaching and studying [26].

#### **4.2. Leadership styles applied by effective school principals**

Principals use many unique management roles and styles. One common and predominant position is the role of tutorial leader. Theories and research on educational leadership in schools emerged and developed throughout the Eighties and targeted heavily on excessive acting school culture in low socioeconomic environments. Effective principals possess a proper and sturdy background in curriculum and education.

#### **4.3. Instructional leadership**

Alig-Mielcarek (2003) defines the term ‘instructional management’ in expressions of the faculty’s primary conduct that enables a school to teach all learners effectively. This behavior explains and communicates the shared dream and provides a well enough feedback structure related to studying and the teaching system. Furthermore, this process helps in promoting the school's broad professional development. Instructional leadership consists of direct and oblique performances that significantly affect teacher training and, the learning process [27]. This also asserts that instructional management is a power courting that supports and motivates teacher’s energies to point where the research study and then make changes in their previous educational practices. Similarly, Fullan (2014) states in his work that the term ‘instructional leadership’ is a lively and very collaborative shape of management style that works with the best and professional instructors to create the school as a safe space where shared dreams, trainer collaboration, instructor studying possibilities, trainer commitment, and learner mastering can easily be discussed [28]. Educational leadership focuses on enabling the principals in making a school an imaginative, prescient, empowering, and motivating space for teachers. An innovative school lecture room-based strategies allow the leadership to enhance coaching and studying for teachers and beginners [27].

#### **4.4. Transformational leadership**

Transformational leadership is a type of leadership that focuses on change. Eliophotou et. al. (2016) evaluated 16 different styles of transformational and transactional leadership and concluded that transformational leadership was a more powerful leadership style because a transformational leader engages with others for mutual benefit [29]. Leithwood and his colleague viewed transformational leadership as a productive leadership style in school restructuring efforts [30]. Transformational leaders were focused on change, fostered high levels of motivation and commitment, and developed the capacity for others [28, 30]. These actions demand greater effort and productivity. Followers were inspired by a shared vision and challenged to be innovative problem solvers. Lee et. al. (2019) in their work described the importance of the communication and relation between a

leader and its followers. According to him, it is essential to build a collaborative change procedure [31].

#### **4.5. Transactional leadership**

Lee et. al. (2019) focused on the importance of transactional leadership in their work. According to them, the role of a school principal is quite similar to a business manager. Their work proved that transactional leadership can improve productivity, efficiency, and employee relationship while enhancing the environment's stability [31]. Although transactional leaders recognized what followers needed and wanted, principals typically carried the burden alone and reduced the voices of stakeholders in school-wide decision making [30, 32]. According to Leithwood and Day (2007), a transactional principal was likely to closely supervise teachers, prescribe a school-wide model of instruction, and monitor how time was used in the classroom. A leader that has a transactional leadership style will be more interested in achieving the status quo. However, tension existed in schools where the principal maintained the status quo but the school had not met student achievement benchmarks. Fullan (2014) opined that a different style of leadership. According to him a transformational leader who motivated teachers to new levels of energy and commitment would create the change needed for schools turnaround [28, 30].

### **5. Factors Affecting School Effectiveness**

School effectiveness, in a general sense, is defined as the achievement of a school. The Schools will be more useful when they are able to put their projected function into practice and when different parties included feeling satisfied with the school's action [33]. In addition, keeping the idea that 'every student can learn' in perspective, the schools which provide students with better learning environments may be mentioned as effective schools. School effectiveness is defined equally with quality, productivity, and efficiency in the literature [34]. Although the students' achievement rates in core lessons are supposed to be the major indicator of school effectiveness, factors such as the responsiveness of a school to societal needs and teacher satisfaction should also be cogitated. The research studies carried out before the 2000s mainly dealt with the faculties experiencing excessive social and economic reputation in inner-city regions of western countries. These research works showed several familiar qualities of those colleges [35].

- Strong academic administration
- Emphasis on the achievement of simple talents
- Planned and reliable school weather
- Excessive expectations from college students
- Frequent and regular evaluation of student achievement

Recent school effectiveness research made a contract on the following standards to determine whether a college is successful or not: [35, 36]

- Clean dreams
- Powerful instructional management

- Positive school climate
- High expectancies from students
- Commentary of scholar development
- Aid and contribution of parents and society
- Support for teachers' career development

These studies identified the criteria and subcategories creating them and underlined the necessity of analyzing these criteria to determine whether a school is effective or not.

## **6. Principal Leadership in Schools**

Principals impact the inducement and dedication of instructors and the qualities of the school surroundings. One record from the Drago-Severson (2012) said, "A good principal is the single most important determinant of whether a school can attract high-quality teachers necessary to turn around schools". Faculty and principals have an effect on the college environment, employer performance, and confidence. Furthermore, they are key to imposing great avoidance packages [37]. A managerial guide is the maximum essential element in teacher task pleasure and maintenance. In addition to this, powerful management is second only to teaching among school-related factors in its impact on student studying [30]. According to the research work done by Kelley (2005), "The instructional leadership is one the major critical single determinant for a powerful learning environment" [38]. Powerful leaders set clear paths, set up opportunities, and examine their value in addition to the implementation of those around them. A successful college's leader encourages workforce contributors and college students, supplying them with the help and schooling they require to achieve their goals [30]. Suggestions for principals might also seem truthful, but some of the statements imply that principals should additionally be adapted to a precise college and communal atmosphere when getting choices for the kind of management they hire [39].

### **6.1. The Importance of Leadership in Schools**

Louis et. al. (2016) concluded that in schools with excessive morale, school faculty feel they may be striving towards a common motive, have not unusual goals, can rely upon every other for help, and may remedy issues that stand up. Schools with high organizational attention have steady, express desires. Both of those constructs are often measured by using instructor reports. Problems like area issues, antisocial conduct, and pupil victimization are less frequent in schools where students feel reputable and assume to be treated pretty in accordance with clear, properly understood guidelines [40]. Providing advantageous school environments along with the aid of equitable and fair area regulations and guidelines can increase pupil performance, decrease field issues, and increase the experience of school belonging. Principal management in schools is crucial to establishing a positive, honest environment for students and a team of workers. Their management is important in creating constant, explicit, honest faculty regulations. Moreover, principals often set the framework for working towards joint dreams and discourage a group of workers' collaboration. Principals have an essential position in developing secure and orderly environments, creating a clean and shared challenge, tracking school development, putting excessive expectations, and supplying (and participating in) expert improvement. College

morale and organizational cognizance cross together with those components of the task of the principal [41].

## **6.2. *Impact of leadership on School environment***

A positive school climate exists when the community of students, parents, and staff feels safe and comfortable. When a school climate is positive it means a secure environment and belief system for day-to-day operation. Hartley et. al. (2008) said that a good climate of a school has an impact on the success of students in terms of academic achievement, boost in confidence, work efficiency in staff members, and efficient administration. They identified 11 key factors for academic growth [42]. This researcher chooses seven factors known as trust, improved communications, caring about students, program curriculum policies, learning style, resources, and school facilities. All of these criteria are important while determining school leadership effectiveness. The school principal has to make sure that different environments like the physical environment, learning environment, and social environment should be positive. The principal is accountable for leading change in the school and for searching for opportunities to improve the school climate. The school leader has the responsibility to enhance communication between faculty and parents. The school leader should recognize the significance of planning, learning, management, training, and within the school establishment. Hartley et. al. (2008) further discussed the importance of using standardized tests as an accountability system that evaluates student performance and school improvement [42, 43]

## **7. Research aim**

The following research aims to analyze the basic factors that can be modified to improve school effectiveness.

### **7.1. *Research objectives***

1. To apprehend the character and essence of powerful faculty control.
2. To apprehend the roles of the principal in improving school effectiveness.

The research work has taken into account two different hypotheses. According to these hypotheses;

**Hypothesis 1:** Principals' transformational leadership behaviors are positively related to teachers' experience of emotional reframing by principals.

And;

**Hypothesis 2:** Principals' emotion recognition ability is positively related to principals' transformational leadership behaviors.

This research work will look into the efficiency of these hypotheses.

### **7.2. *Research Method***

The practical examination in this work used standard research of quantitative technique to decide the school



control and the jobs of the head principals to enhance faculty effectiveness. This research is constructed in the form of a case study that intends to make a profound investigation over the topic by analysis of various scientific works.

### **7.3. Sample and Procedure**

This study is based on the data provided by the 69 primary schools in Israel. This data was a sample list from Israel's Education Ministry (64% of the schools contacted became members). No financial attraction or prizes were used for this survey, and the Principals and teachers from schools participated in the study with their own will. 79% of teachers and 100% principals responded well in this study, with the principals having two years of expertise in their field. The 51% percentage of female principals of participating schools reflects the 80% female distribution of school principals in the Israeli primary system [44]. Their average tenure was 11.62 years (standard deviation 14.5), and they were 51.09 years old on average (median 14.21). Furthermore, the study included 639 teachers or nine teachers (SD 14.2) per school. Ninety-two percent of the teachers were female, a ratio similar to that found in the national system. Teachers were averaging 41.62 years of age (SD 14.110) and had an average teaching experience of 16.82 years. The teachers were assured that all this study would be kept anonymous, and surveyors will never leak or expose their data to anyone. They were also assured that this study was only being done for scientific reasons. Furthermore, they were promised that the research and the publication would never reveal the identities of the teachers. The school information was also never disclosed to keep the privacy of the teachers. Wrobel (2013) implemented an emotional recognition model that used video interviews to analyze the emotional recognition ability of principals. Educators in each school were assigned to groups following proposals to split the sample to reduce the effect of self-reporting variation on multilevel links. Researchers found that split-sample statistics reduced parameter bias. Teachers were surveyed on paper. Group A Teachers (N 1329) surveyed the transformational leadership behavior of their principals. Their principal gave a self-report survey on emotional reframing in Group B teachers (N 14% 320). Background variables between groups did not differ significantly [45].

## **8. Measures**

### **8.1. Emotion Recognition Ability**

Empathic accuracy which is a videotape recording-based methodology is used to compare the emotional recognition abilities of principals. This technique is a bit more complex, however, it has the ability to recognize emotional expression in still photographs than empathetic accuracy. It involves observing and inferring exact emotional meanings from the target's verbal and nonverbal behaviors and taking new information in an integrated fashion and responding to it as a whole. In comparison to Barone and his colleagues (2005), this research work applied the empathic accuracy method to assess the emotional recognition abilities of teachers in the present study. This research work gathered videotapes of a 7-minute 1:1 conversation between a female principal and a female teacher in preparation for this study. A disagreement between the teacher and her colleague, who brought it to the principal's attention, focused the discussion [46]. The following research was able to create a video clip that only shows the teacher from the videotaped material. Right after the recording

was completed, the teacher was asked to watch her and record her feelings concerning the conversation. Researchers used a video editing software program to split the video into nine clips corresponding to the teacher's emotions. The 69 participating principals were asked to watch the nine clips containing the entire conversation in chronological order and then write down their feelings regarding the teacher's experience and report. Using the standard procedure in empathic accuracy studies,[47] two judges considered the written inferences of principals and ranked them according to their similarity to those expressed in the video. According to Mohammad et, al. (2014) standards of excellent values  $> .80$  and good values  $.40$  to  $.80$ , scores were averaged across the judges, and the inter-rater reliability was satisfactory. Leaders with higher scores are more proficient at recognizing emotions [48].

## **8.2. Transformational leadership**

Metwally et, al. (2014) created a technique to determine principals' leadership behaviors. According to them, Transformational leadership is comprised of 16 items representing four distinct behaviors, including individualized consideration, inspiration, and intellectual stimulation [49]. Their work did not include the sub-dimensional idealized influence since the focus of the current study was on leader behavior and not attributions. Participants used a Likert scale of 1 to 5 to indicate how frequently behaviors were observed, spanning from 1 to 5. Research suggests that transformational leadership is best understood when one factor is examined. The data showed that this results in a highly significant inter-correlation between the four sub-dimensions (mean  $r = .86$ , range  $.76-.96$ ). The CFA values confirmed the construct validity of Mutha's one-factor leadership model.

### **Several fit indices were used to assess fit:**

- W2 chi-square model fit criterion.
- CFI (Comparative Fit Index)
- RMSEA (Root Mean Square Error for Approximation)

The Hair and his colleagues (2010) report finds a good fit when  $CFI > .95$  and  $RMSEC > .06$ . As a result, a unified index of transformational leadership has been adopted as a recommendation by other scholars, simpler and more suited to data analysis. These questionnaire's helped researched in developing a Cronbach's alpha score of  $.91$  [50].

## **8.3. Teachers' experience of emotional reframing by the principal**

The Manera et, al. (2014) developed; Emotion Regulation Questionnaire was used to assess teachers' experiences of emotional reframing by the principal. In comparison to other outcome measures, an ideal outcome is considered to be successful emotional reappraisal [51]. Six items in the original subscale explore participant's self-reappraisal tendency. This work was further highlighted by Berkovich et, al. (2018) who compared the ability of a principle to use their ability to emotionally reframe teachers [52]. The items were revised using change of attitude reading as follows: "When I want to feel more positive emotions, I adjust my attitude toward the situation." Also, the instructions concerning the data collection process were altered. Because

it was assumed that the emotional reframing of school leaders was a phenomenon inherently challenging to assess. Furthermore, it was expected that distribution of responses at the extremes opposite ends. The agreement scale was selected based on the literature reviewed. Using a 7-point Likert scale, respondents were asked to indicate their agreement (strongly disagree) or (strongly agree). Construct validity of the instrument was evaluated using CFA. A test was found of  $\chi^2(7, N 14) 11.851, p .001, CFI$  an alpha of .98, RMSEA 14.7 to fit well with the one-factor structure.

#### **8.4. Control variables**

Communication frequencies between individuals with different demographics can affect interpersonal emotional interactions such as emotional reframing [53]. Based on these findings, factors including gender, educational level, age, and organizational tenure contributed to examine principal-teacher similarity. Gender information for all participants was dummy-coded (0 14% were males and 1 14% were females). Following Somech (2003), it was determined how dissimilar principals were from teachers regarding some demographic variables [54]. To construct a gender similarity matrix, it was determined that students of the same gender made up a total of 0 teachers and only one principal. One thousand fourteen professional certifications, two thousand fourteen bachelor's degrees, and three thousand fourteen master's degrees or higher were coded by education level. The equivalence was established by subtracting teacher responses from principal responses and displaying them in absolute terms. Using the absolute differences between the data from each school and the data from the principals, the ages and tenures were assessed. In this work, the team size was controlled using a multiple of the number of full-time teachers in the school, since studies have shown that our leaders and employees were more unlikely to interact frequently in densely populated teams [55].

#### **8.5. Aggregation test**

Leadership is a multilevel phenomenon by nature. Kark et, al. (2003) suggested that that transformational leadership is a unified input that affects all the members in a leader's unit [56]. Because leaders often behave similarly towards followers, "differences in perception of leader's transformational leadership behaviors are of course possible" [57]. Therefore, the individual leadership scores at the group level were aggregated. The results confirmed the averaging strategy, as ICC (1) .38 and ICC (2) showed .38 and .90, respectively, and this determined aggregation. The following work showed the difference between schools to be significant ( $p 0.05$ ) by an analysis of variance (ANOVA) based on ICC (1). Furthermore, the average  $rwg(j)$  was 14.73 (range 14.53–0.99), which was slightly under .70, and justified aggregation. Employees are likely to process supervisors' ratings in a manner that is not systematic, thus generating a moderately skewed distribution [58].

**Table 1:** Mean, Standard Deviation and Bivariate correlation between studied variables

| <b>Mean, Standard Deviation and Bivariate correlation between studied variables</b> |          |                              |                         |          |          |          |          |          |          |          |          |
|---|----------|------------------------------|-------------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>Variables</b>  | <b>M</b> | <b>Individual Level (SD)</b> | <b>Group Level (SD)</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
| <b>Group level</b>  |          |                              |                         |          |          |          |          |          |          |          |          |
| Principals' emotion recognition ability   | 3.42     |                              | 1.72                    | -        |          |          |          |          |          |          |          |
| Principals transformational leadership (aggregate)                                  | 4.01     |                              | .43                     | .24      | .91      |          |          |          |          |          |          |
| Team size   | 31.30    |                              | 13.17                   | 0.4      | 0.12     | -        |          |          |          |          |          |
| <b>Individual-level</b>   |          |                              |                         |          |          |          |          |          |          |          |          |
| Teachers' emotional reframing   | 4.31     | 1.43                         |                         |          |          | .87      |          |          |          |          |          |
| Gender dissimilarity  | .28      | .45                          |                         |          |          | .01      | .04      |          |          |          |          |
| Education dissimilarity   | .75      | .62                          |                         |          |          | .06      | .01      | -        |          |          |          |
| Age dissimilarity   | 11.88    | 7.39                         |                         |          |          | .07      | .02      | 2.1      | -        |          |          |
| Organizational tenure dissimilarity   |          |                              |                         |          |          | .01      | .04      | .02      | .02      | -        |          |
| <b>Note: N= 69 For Group Level Variables</b>  |          |                              |                         |          |          |          |          |          |          |          |          |
| <b>N= 320 For Individual Level Variables</b>  |          |                              |                         |          |          |          |          |          |          |          |          |
| <b>Cronbach's alphas are reported in bold on the diagonal</b>                       |          |                              |                         |          |          |          |          |          |          |          |          |
| <b>*p &lt; .05. **p &lt; .01</b>  |          |                              |                         |          |          |          |          |          |          |          |          |

**8.6. Analytic strategy**

Individual responses are nested within organizational units (schools) in the data collected. There is a 2–2–1 model created in the literature, with leader data (level 2) mediating the connection between organizational or leadership antecedents (level 2) and outcomes (level 1). Using the multilevel structural equation devised by Burić (2019) modeling (ML-SEM) tool Mplus 6.12, the proposed multilevel model and its estimated variables and errors were examined [59, 60]. In contrast with Buric (2019) multi-step approach, ML-SEM is considered more appropriate for test multilevel mediation [60, 61]. The ML-SEM approach facilitates the simultaneous estimation of indirect effects and the mediating paths that make up the mediation model. Furthermore, the Monte Carlo method was used for calculating the confidence intervals of the Multilevel Mediation Hypothesis following Preacher and his colleagues (2010) recommendation [60].

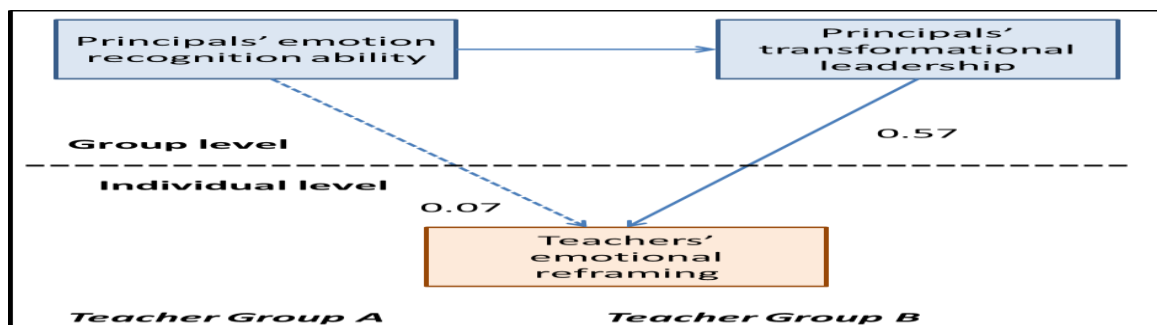
## 9. Results

There are mean values, standard deviations, and correlation coefficients shown in Table 1 for study variables. Using group-level data, the correlation between emotion recognition and transformational leadership was positive (14.6,  $p < 0.05$ ), which supported Hypothesis 2. A proposed multilevel model includes control variables such as gender, age, education differences, and organizational tenure, along with fixed effects on teachers' emotional reframing at Level 1. The Level 2 work assessed the effectiveness of principals' emotion recognition and their leadership transformation and detailed their connection to teachers' emotional reframing.

The model in Figure 1 fits well with the data:

- $\chi^2(16) 14.848$
- CFI 14.9
- RMSEA 14.9
- RMSE 14.101).

According to the model's results, the hypothesized relationships were significant. These paths were omitted from the diagram since none of the relationships between control variables and emotional reframing for teachers were substantial. Figure 1 also supported this hypothesis. The relationship between transformational leadership and teachers' emotional reframing was confirmed ( $\beta = 0.57$ ,  $p < 0.05$ ), supporting Hypothesis 1. Furthermore, supporting Hypothesis 2 results also showed that principals' emotion recognition abilities were positively correlated with their transformational leadership skills ( $\beta = 0.26$ ,  $p < 0.05$ ). Test Hypothesis 3, which suggests that transformational leadership mediates the relationship between teachers' emotional reframing and leaders' emotion recognition abilities, we applied the bootstrap method proposed by Preacher and his colleagues (2010) to assess the suspected indirect relationship between the two factors.



**Figure 1:** Result of the hypothetical model

Based on 20,000 Monte Carlo replications, results indicate a positive relationship between leaders who recognize emotions and teachers who recalibrate emotion through transformational leadership (indirect effect 14%, 95% bias-corrected bootstrap confidence interval (.003, .081)). Thus, it also confirmed hypothesis 3. The model in Figure 1 indicates that leaders' emotion recognition ability is non-significantly related to teachers' emotional reframing ( $\beta = 0.07$ , n.s.). Therefore, it was concluded that according to the Buric (2019) criteria for

mediation, the indirect effect found indicates a complete mediation of the impact of principals' emotion recognition ability on teachers' emotional reframing. [60]

## **10. Conclusion**

From the results, it can be concluded that leadership is a multilevel idea. A school principal has multiple responsibilities at hand and needs to act as a manager. The role of the principal is critical in building a suitable environment for students. This research paper has created a comparison between different leadership styles such as transactional leadership, instructional leadership, and transformational leadership. It was seen that the transformational leadership for principals was seen to be most effective. It enables principals to create a sense of motivation and commitment among the teachers. This study also examined different essential abilities that principals should possess to manage their staff in an effective manner. Emotional recognition was seen to be a critical ability for these principals in a leadership role. The group-level data analyzed in this work found a strong correlation between transformational leadership and skills like emotional recognition. Moreover, the results also showed that transformational leadership was strongly connected with emotional reframing. The finding of the research work agreed with the hypothesis assumed in the paper. Apart from this, this work has proved that it is not possible for a single person to maintain an extremely effective environment all by himself, but a good leader can create an environment that puts an impact on people where every participant of that environment works efficiently and get the desired results. The principal for a school is the leader that makes the ladder for the students, where they can take the steps and move towards their goal. Hence, a principal of a school should be very keen to accurately determine the weakness present in the system and change them into effective plans. The modern world requires a modern solution with each passing day there is some new issue with some new demands. Similarly, school principals encounter more complex demands every day. They are challenged with new responsibilities, so it is important for them to create an administration that manages the system properly. For this purpose, principals should be good leaders so that they manage discipline and resources in a manner that helps the students in an effective manner. They must take their role as leaders and make an efficient team with teachers and management.

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