MULTIPLE-ORIENTED LEADERSHIP BEHAVIOR AND SCHOOL PERFORMANCE: A MULTIPLE-CASE STUDY

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ABSTRACT

Constant efforts have been made to improve the quality and performance of schools in Pakistan. Research has shown that leadership is a driving force in bringing about revolutionary changes in schools. This qualitative multiple-case study explores the task-oriented, relation-oriented, and change-oriented leadership behaviors in selected high-performing schools in Quetta, Balochistan, Pakistan. Data were collected through in-depth semi-structured interviews from a total of 12 participants selected via purposive sampling. The participants included principals, assistant principals, and teachers from two high-performing schools. Data were analyzed using the grounded theory approach involving open coding, axial coding, and selective coding. The findings showed that leaders in selected high-performing schools exhibited adaptive leadership behaviors. The effective and continuous monitoring, proper planning, assigning and clarifying tasks, and efficiently distributing budgets were some of the task-oriented leadership behaviors in selected high-performing schools. The relation-oriented leadership behaviors were determined to be shared decision-making, establishing a friendly and trusting relationship, being open and honest, and recognizing contributions. Being active and ambitious, having strong vision, and commitment to change were the change-oriented leadership behaviors shared across selected schools. The findings of this study can be of use to the Ministry of Education Pakistan and the Education Department of the Government of Balochistan.

Keywords: Leadership, high-performing schools, principals, secondary schools

INTRODUCTION

School leadership is regarded as one of the most crucial factors influencing students' retention within the education system (International Crisis Group, 2014). The government of Pakistan recognized that education system transformation is impossible without quality school leaders (Ministry of Education Pakistan, 2009). Research has shown that leadership is one of the driving forces in bringing revolutionary changes to schools (Aziah & Abdul Ghani, 2012; Lewis & Demie, 2015). School leadership directly or indirectly influences most aspects of school and student performance (Leithwood & Jantzi, 2000; Mulford & Silins, 2011). Therefore, recent literature shows a great deal of interest in exploring leadership behaviors in high performing schools. The purpose of such studies is to document their respective best practices and behaviors to help leaders in struggling and low-performing schools to learn, improve, and subsequently replicate their reported success (e.g., Caldwell & Harris, 2008; Crum & Sherman, 2008; Crum, Sherman, & Myran, 2009; Sanzo, Sherman, & Clayton, 2011).

However, in the case of Pakistan, large-scale studies (e.g., ASER-Pakistan, 2015) are scarce; education researchers and practitioners are less enthusiastic about one of the most important, influential, and instrumental components, which is school leadership. Thus, in-depth studies on leadership behaviors of high-performing schools are needed. Based on what we know, very little research has been done on leadership behaviors in the context of Pakistan. Some studies on leadership have been conducted in business organizations (Chaudhry, Javed, & Sabir, 2012; Ghulam, Javed, Ajmal, & M. Naveed, 2012; Sabir, Iqbal, Rehamn, Shah, & Yasmeen, 2012; Tipu, Ryan, & Fantazy, 2012), in Europe or in countries such as USA, Malaysia, or Australia (Crum & Sherman, 2008; Crum et al., 2009; Mulford et al., 2008; Sufean, 2014). These works are tenuously related to the school environment in Pakistan. Consequently, the purpose of this study is to explore task-oriented, relation-oriented, and change-oriented leadership behaviors in selected high-performing Government Boys High Schools (GBHS) in Quetta, Balochistan, Pakistan through the in-depth qualitative approach.

Context of the Study

Modern education in the Indian subcontinent (currently divided into India, Pakistan, and Bangladesh) began during the British era when education was transformed from traditional and religious schools to modern English medium schools. The colonial period oversaw progress in the education system; however, the reported progress was relative, and the subsequent nation states of India and Pakistan remained fairly backward in education (Bengali, 1999). This was attributed to British prejudice toward Muslims and the reluctance, and sometimes outright hostility by some to embrace modern scientific ideas and the English language (Hoodbhoy, 2009).

Education is vital for national development; a nation with more educated people sees quicker and more comprehensive development. As noted by Hussein (2012), "[Education] can also transform a nation as a whole from the traditional and backward context of existence into a modern and progressive state of development" (p. xxiii). Since independence, the Pakistani government has undertaken countless initiatives to strengthen its education system to help the nation cope with current and future global challenges. However, Ghazi et al. (2010) pointed out that:

> "... Our education system has not undergone major changes alongside the changes brought about by political independence. It bears on imprint of freedom and appears to be as listless and academic as it used to be during the days of slavery under the British regime. Our institutions remained anchored to the patterns introduced almost a century ago" (p. 9).

Unfortunately, after 69 years, the education system of Pakistan remained stagnant and archaic (Ghazi et al., 2010). Pakistan suffers from low literacy rates, ranking right after Nigeria. According to the Education for All Global Monitoring Report (2012), Pakistan holds the spot for the most number of children neglecting to attend school, and one-third drop out of primary school. This translates into 25 million children not in school (ASER-Pakistan, 2015, p. 7).

The provinces of Pakistan, encompassing Punjab, Sindh, Khyber Pakhtunkhwa, Azad Kashmir, Balochistan and Gilgit-Baltistan suffer from low literacy and an alarming number of primary school age children dropouts. Balochistan fared the worst; where only 51% children are enrolled in primary schools (Ministry of Education Pakistan, 2013). A recent report highlighted that the condition of education in Balochistan in terms of quality, access, gender gap, and a high dropout rate is worsening, as the statistics in 2014 leave much to be desired compared to the previous year (ASER-Pakistan, 2015).

The education system in Pakistan faces many problems. On top of these, the unavailability of a uniform education system across the board continues to plague the education system. The education system in Pakistan is categorized into elite private schools, government school, madaris (or religious seminaries), and poor private schools. The majority of students in Pakistan attend public or government schools, with a majority of the students hailing from low socioeconomic status (SES) (ASER-Pakistan, 2015). According to Alcott and Rose (2015), 80% of poor students in Pakistan attend government schools, where the quality of education is abysmal. The curriculum in these schools (developed by textbook boards in each province) is criticised for being redundant, problematic, and unable to facilitate higher order thinking skills in the students (Afzal, 2015).

Furthermore, the structure of government schools is top-down and highly centralized. The role of the provincial education departments is to implement educational policies and plans formulated by the Federal Ministry of Education (MoE) (Simkins, Sisum, & Memon, 2010), thus, having limited power in formulating innovative and creative plans and policies based on the needs and demands of their respective provinces. Similarly, school leaders, due to the highly bureaucratic and centralized systems, have limited opportunities to partake in the schools' development and improvements (Simkins et al., 2010).

Another critical issue is the recruitment of school leaders. In Pakistan, school leaders for public schools are appointed through: (a) hired on the basis of teaching experience, and (b) direct recruitment through the Public Service Commission. These approaches are not without problems. First, leaders who used to be schoolteachers are very experienced in teaching but lack the management and administrative skills and experiences (Simkins et al., 2010). According to Memon et al. (2000), only 25% of head teachers are directly recruited in Pakistan. Directly recruited leaders lack the school experience and the pre-service training prior to joining the schools as leaders. The qualification required for direct recruits is a Master of Education (M.Ed one-year and two-year programs), which is especially designed for Senior Science/General School Teachers (SST's), consisting of only one course of three Credit Hours (especially in case of Balochistan) in Educational Management and Administration. Opportunities for in-service professional development training for school leaders in Pakistan are quite limited (Shah, Sultana, Hassain, & Ali, 2011).

In short, school leaders lacking knowledge of leadership or experience are not instrumental in developing an educational hierarchy. Khan (2013) suggested that for successful change and reform, we need to replace the current policies to promote school leaders based on seniority and experience and should recruit principals with the required knowledge and skills required to be effective in school management and leadership. Salfi (2011) investigated the practices of school leaders in high-performing schools in Punjab via survey research. He confirmed that leaders in high-performing schools develop and maintain a shared leadership and decision-making process, maintain excellent relationship with teachers and parents, and prioritise teachers' professional development.

The Characteristics of High-Performing Schools

The first study exploring the characteristics of high-performing school was done by Weber (1970). Weber (1970) examined the characteristics of four inner-city schools in the United States of America (USA). These were schools that perform well in reading programs and have students from low SES. He found some common factors in these schools, such as strong and effective school leadership, excellent teaching and learning environment, high expectations, strong emphasis on reading, and the careful evaluation of the students' progress in reading. In a second attempt, a group of researchers reviewed the literature to identify the key characteristics of high-performing schools (Sammons, Hillman, & Mortimore, 1995). They listed eleven characteristics which are: a) professionally sound leadership; b) shared vision; c) an attractive school atmosphere for working and teaching and learning; d) ample consideration and time allocated to teaching-learning process; e) adequately planned and conducted teaching sessions; f) setting and communicating high expectations; g) timely and fair feedback; h) strong parents and school relationship; i) monitoring of instructional process; j) professional development; and k) focus on students' empowerment. Sammons et al. (1995) not only validated earlier studies but extended them and provided a detailed image of factors contributing to the success of high-performing schools. In line with the aforementioned studies, recent works show increasing research interest in exploring the characteristics of high-performing schools in order to be informed about the contributing factors in their success (Demie & Lewis, 2010; Demie & McLean, 2007; Lewis & Demie, 2015; Muhammad Faizal, Saedah, Norfariza, & Faisol, 2011; Shannon & Bylsma, 2007). However, one of the common factors found in these studies is a "strong, purposeful, and shared leadership" with a strong determination for school change and improvement.

Leadership in Schools

School success and performance depends on how leaders lead (Huang & Liao, 2011). Leadership is a process of direction and the art of influencing others (Karuna, Kanokorn, Sujanya, Somjed, & Aduldej, 2014; Leithwood, Harris, & Hopkins, 2008). It affects and alters the process and functions of schools, as well as the mind-sets and behaviors of the people (Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Leithwood & Wahlstrom, 2008; Mulford & Silins, 2011). School leadership has been regarded as a key element in schools that directly or indirectly influences all aspects of school life (Fullan, 2001, 2003, 2011; Mulford & Silins, 2011). School leaders create an effective change process, initiate vision, challenge the status quo, and take risks that improve school performance (Aziah & Abdul Ghani, 2012; Leithwood & Wahlstrom, 2008; Pokharel, 2014). School leaders share leadership responsibilities with teachers. They organize professional development activities for teachers by creating professional communities and facilitate group learning (Mulford et al., 2008). They create a culture of trust, honesty, loyalty, and sharing in the school (Crum & Sherman, 2008; Crum et al., 2009; Sanzo et al., 2011). They also develop a collaborative environment by accepting feedback and developing networks and keep their focus on instructional practices. They spend relatively more time in affiliating instructional process by providing support and facilities, as well as by supervising, evaluating, and monitoring instructional practices (Hallinger, 2003). They are adaptive and employ innovative strategies to minimize resistance and facilitate change. They also encourage and motivate teachers to be innovative and creative. These types of school principal behaviors influence school performance (Marks & Printy, 2003; Muhammad Faizal et al., 2011).

THEORETICAL FRAMEWORK: TRI-DIMENSIONAL THEORY OF LEADERSHIP BEHAVIORS

This study uses the tri-dimensional theory of leadership behavior to identify the leadership behaviors of school leaders (Yukl, 2004; Yukl, Gordon, & Taber, 2002). According to this theory, leaders mainly possess three types/orientations of behaviors, which are a) relation-oriented leadership behaviour, b) task-oriented leadership behaviour, c) and change-oriented leadership behaviour.

The task-oriented leadership behaviour includes short-term planning, clarifying task objectives and role expectations, monitoring operations and performance, and problem solving (Yukl, 2012). The relation-oriented leadership behaviour is based on the leaders supporting, developing, recognizing, and empowering behaviors (Yukl et al., 2002). The change-oriented leadership behavior, on the other hand, involves monitoring the external environment, envisioning change, encouraging innovative thinking and practices, risk-taking, and facilitating collective learning (Yukl, 2012).

The tri-dimensional theory of leadership behaviors is a comprehensive theory on leadership behavior. It includes the behaviors and propositions proposed by the majority of theories and models of leadership behaviors (e.g., charismatic, transformational, path-goal, change-oriented) (Yukl, 2004). This theory provides effective behavior categories, where the behaviors in each type of leadership category are clear and observable (Yukl, 2004; Yukl et al., 2002). More importantly, it explains the collective leadership and managerial behaviors of leaders in any organization (Gil, Rico, Alcover, & Barrasa, 2005). Although limited studies exist on the use of tri-dimensional theory of leadership behaviors in school settings (Hussin & Waheed, 2016), this theory is applicable to all organization types (Yukl, 2004). This theory has been employed in business and healthcare organizations (Barrasa, 2003; Gil et al., 2005; Michel, Lyons, & Cho, 2010; Yukl, 2012). Hence, in this study, the types/orientations of leadership behaviours proposed by Yukl (2002, 2004) are explored within selected high-performing GBHS in Pakistan.

METHODOLOGY

Qualitative research was employed for this study. According to Creswell (2012), the qualitative research method is appropriate for studies aiming at understanding a phenomenon from participants in their respective natural settings. Similarly, case study design is best suited when the purpose is to understand a complex social system with multiple variables of interest and importance (Merriam, 2009). This study analyzed two cases "schools", where individuals had been together for years and have developed shared values, beliefs, and language (Creswell, 2012). Therefore, the research design suitable for this study was the multiple-case study (Stake, 1995; Yin, 2009).

Two urban GBHS schools were selected as sites for this work. The top two GBHS that exhibit excellent performance in the matriculation examinations under the Balochistan Board of Intermediate were selected as sites. Both schools were old urban schools with a large number of students. Proper permission was sought from both principals before conducting the actual studies, and they were assured that the results will be confidential. Although we found it difficult to obtain information in the beginning, a workable relationship was developed after a few visits. The participants were subsequently interviewed after the third visit to the schools.

Participant Selection

Purposive sampling is the most appropriate sampling technique for qualitative studies (Corbin & Strauss, 2008; Creswell, 2012). In this work, 12 participants were selected as the sample, consisting of 2 school principals, 2 assistant principals, and 8 teachers (4 from each school). The teachers who had more than five years of teaching experience in the same school were selected as they are more likely to share authentic and reliable data. Both principals were recruited as school principals through the Public Service Commission of Balochistan. They previously served as SSTs in different schools. The profiles of both principals are tabulated in Table 1.

Table 1
The Profiles of School Leaders

	Principal in school A	Principal in school B
Age	37 years	39 years
Gender	Male	Male
Qualification	M.Sc. and M.Ed. Enrolled in M.Phil.	Form-D and M.Ed. Enrolled in M.Phil.
Experience as teachers	10 years	7 years
Experience as principals	3 years	3 years

Data Collection Procedures

Many tools can be used to collect data for qualitative studies, such as observation, interviews, documents, artefacts, biographies (Creswell, 2012; Merriam, 2009). However, in this work, semi-structured interviews were used as a source of information. Interviews have been regarded as an essential data collection method for qualitative studies (Yin, 2009). We developed the interview questions based on the theoretical framework and research questions and also used probing questions during data collection when necessary (Merriam, 2009). Each interview took approximately 30 minutes. The interviews were conducted after the appropriate permissions were granted, and were tape recorded. They were conducted in the preferred language of the participants, whether English or Urdu, to make the participants comfortable and to gather as much information as possible from them. The tape-recorded interviews were transcribed into Urdu and subsequently translated into English. Both the English and Urdu versions were then submitted to experts in both languages for further reviews and validations. The transcripts were brought back to the participants for review and validation as well.

Data Analysis

In order to evaluate the collected data, we used the grounded theory analysis method (Corbin & Strauss, 2008). The theory offers an accessible approach for qualitative data analysis. The researcher coded the interviews and identified themes (patterns) that are correlated to the research questions (Merriam, 2009). This method is composed of three types of coding, which are: a) open coding, b) axial coding, and c) selective coding. Coding is mainly based on the inductive method, or in other words, it allows the generation of themes from the data in an inductive manner. Moreover, writing memos, theoretical questioning, and reflective notes are an essential part of data analysis.

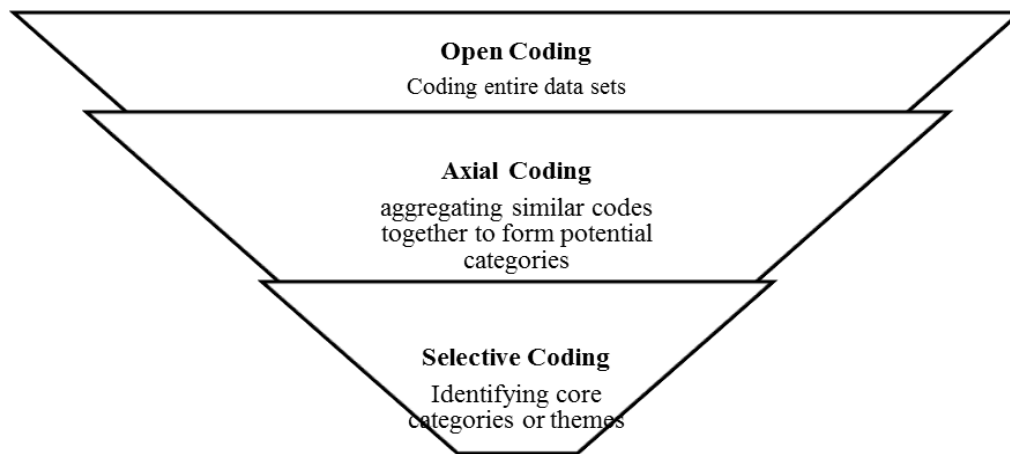Figure 1 details the analysis method of this study:

Open Coding
Coding entire data sets

Axial Coding
aggregating similar codes together to form potential categories

Selective Coding
Identifying core categories or themes

Figure 1: The method of data analysis (Source: Corbin & Strauss, 1990, 2008).

FINDINGS

The purpose of this study is to explore the task-oriented, relation-oriented, and change-oriented leadership behaviors in selected high-performing schools in Pakistan. The participants provided a bulk of information that helped explore the common themes on leadership behaviors between the selected case schools.

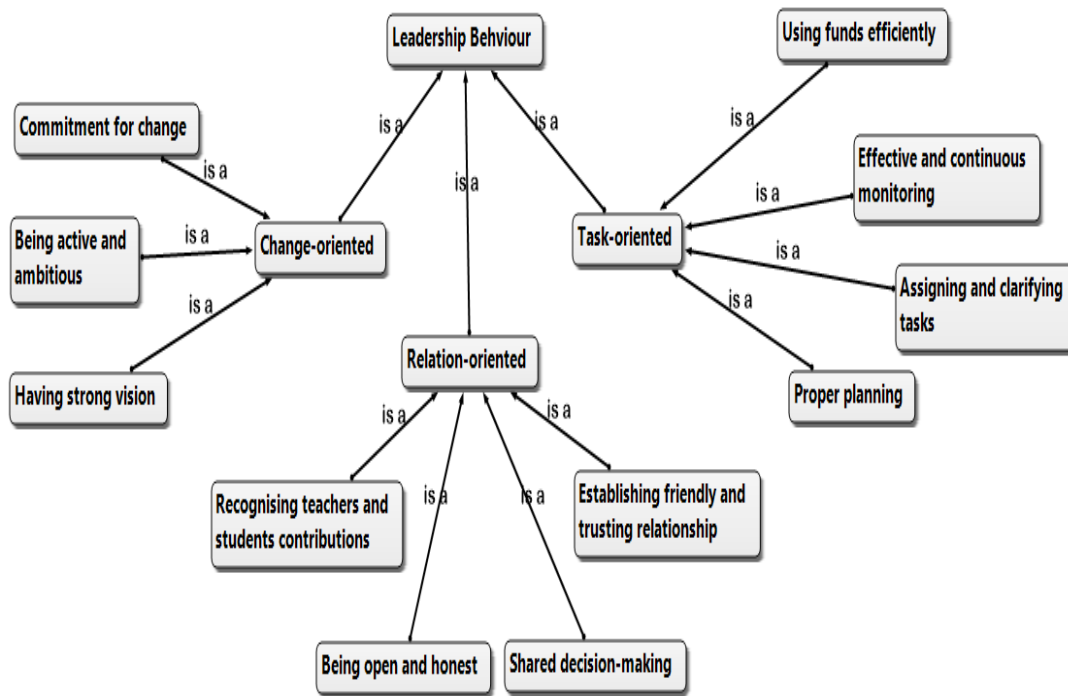Figure 2 depicts the themes emerging for each behavior orientation.

Figure 2: The Summary of the Themes (Atlas.ti)

Task-Oriented Leadership Behavior

Data analysis showed that the behavior of both leaders was mainly task-oriented. Their main emphasis was on effective and continuous monitoring. The monitoring mainly involved extempore visits to classrooms, doing the rounds, checking students' homework and assignments, analyzing results, and gathering student feedback. The school A principal considered continuous monitoring as one of the main factors contributing to the school's success. He shared his views on monitoring:

> "Actually, a school requires the good administration to regularly check teachers' performance and observe students' homework and assignments… These are some basic elements that help any school succeed" (SA-P1:2; 10:10).

The principal of school B posited that monitoring should be based on some important areas that require special attention and focused and regular monitoring. He further added that:

> "I personally observe things and monitor the results and performance. If I find any deficiencies, I get in touch with the concerned teacher and try to work on it with them" (SB-P13:6; 15:15).

Similar to the principal of school B, the principal of school A also mentioned that he tries to keep the weaknesses of the teachers a secret and does not disclose them to others. One of the important things the participants highlighted was that the leader in school A has made it compulsory for the teachers to write reflective diaries at the end of each lesson. The assistant principal from school A mentioned that:

> "Now, we [principal and assistant principal] have a diary for each class that we use to record progress. If there are any weaknesses, we call meetings and try to resolve issues via excellent suggestions" (SA-P6:10; 22:22).

In school B, the principal pointed out that he sometimes, after observing the class, asks some questions related to the content to see if the students understood the lessons. On top of monitoring, the principals emphasized planning, assigning, and clarifying tasks, and efficiently using the budget. The principals were effectively planning by involving the teachers, especially in the context of distributing limited available funds. A teacher from school B reflected that:

> "When he has a plan, he calls for a meeting and shares it on an open forum for discussion and feedback. After satisfying all of the aspects and taking into account the consideration of [the] majority, the plan is then implemented" (SB-P8:7; 18:18).

The principals, as task-oriented leaders, focused not only on constructing plans, but they tried their best to effectively implement them. Moreover, both schools received annual funds from the government, but according to school members, these were limited and could be used only for a few purposes. Second, the majority of the students were from low SES; therefore, the schools could not hope for donations from the parents. However, the principals in both schools were active in soliciting resources from different governmental departments, political parties, and NGOs (non-governmental organizations) for construction and renovation, computers, and teaching and learning. The principal from school A said that "since I have become principal of this school, I have tried to provide maximum possible materialistic resources to help the teaching-learning process", while, a teacher from school B claimed that "Many times, NGOs and government representatives visited and assisted our school" (SB-P6:8; 27:27).

Relation-Oriented Leadership Behavior

Along with task-oriented leadership behaviour, the principals also possessed strong relation-oriented leadership behaviors. Shared decision-making, establishing a friendly and trusting relationship with teachers, being open and honest with the teachers, and recognizing teachers' and students' contributions were some of the relation-oriented leadership behaviors that both principals have in common. One of the most important findings in both schools was that the teachers and assistant principals were greatly impressed by the leadership of their current principals and were comparing them with their previous principals, and regarded them as very active leaders with very good interpersonal and rapport development qualities. For example, one of the teachers from school A

declared that *"He has an impressive personality and is very kind. We like working under his supervision"* (SA-P5:10; 48:48). A teacher from school B said that:

> *"I have personally experienced the principal's God-given abilities. He can easily tell if anyone is in trouble, and proceed to meet them in private to help them out as much as he is able to. He treats all of us like family"* (SB-P6:6; 11:11).

The teachers also regarded that due to their relation-oriented behaviors, they developed trust and respect among each other. One teacher reported that:

> *"He respects teachers. This is what we want. When plans are to be made, he welcomes suggestions. He really knows how to encourage a teacher to realize their values for future development, making him respected by staff and others at work"* (SB-P 6:11; 38:38).

The principal from school A pointed out that:

> *"I first tried to develop trust and confidence with the teachers so that they are comfortable sharing their problems with me, whether personal, academic or financial, which will allow us to solve any problems together"* (SA-P1:16; 36:36).

The excerpt indicates that the principals in both schools not only show respect and trust for the teachers but empower them by developing their confidence and self-concept. The data analysis showed that the teachers had limited opportunities for in-service training from the MoE and the Education Department Government of Balochistan (EDGoB). The principals developed professional learning communities to empower their respective teachers. They also attempt to be open to the teachers so that they could solve personal and work related problems while also involving them in decision making and planning. Furthermore, one of the main preferences of both leaders was that they attempted to develop a friendly relationship with the teachers. The principal from school A revealed his preference to be:

> *"I regularly interact with the teachers, and I sometimes meet them twice a day to shake hands, and … in my free time, I join them for fun and friendly discussions. I never consider them to be any different from me, and try to develop a friendly atmosphere whenever I can"* (SA-P1:14; 34:34).

Moreover, reward and appreciation were also being used as tools to develop and strengthen relationships with the teachers and students by both principals. According to a teacher from school B, the principal's behavior of appreciation and encouragement is valuable for the teachers and helped foster confidence among the students and teachers. The school A principal said that:

> *"With our limited funds, we manage to buy small gifts, sometimes spending our own money. We reward students on their regular attendance, good marks in exams, or winning sports competition and co-curricular activities. We also encourage the weak students to improve and share in the reward"* (SA-P1:13; 32:32).

Data analysis also showed that the principals, as relation-oriented leaders, tried their best to develop a good relationship with the parents, but it remained a challenge for them. According to them, the majority of the parents were poor and living a hard life and not very educated. Therefore, their attempts to get involved failed. However, they had developed very strong relationships with community members, especially with political representatives and NGOs.

Change-Oriented Leadership Behavior

It was evident from the interviews that both leaders demonstrated change-oriented leadership behavior as well. They were regarded as ambitious, intelligent, active, energetic personalities and the main contributors to school change and success. A teacher from school A said, *"By the grace of God, this time we have got a young, dynamic principal, who has much work potential and personal interest in the school"*. Similarly, the assistant principal from school B remarked that *"…major role of the principal is that he is very active, energetic, and works at his full potential"*.

Both principals attempted to alter the school's infrastructure, process, and working culture. They have a powerful vision for change. For example, one of the teachers from School A declared that the principal had the vision to make the school the best and ideal school in the near future, while the principal in school B claimed that he does not only envision the school as one of the best schools in the province but also in the country. They were also putting their efforts to accomplish their vision, and one of the teachers from school B avowed, *"To accomplish his vision he thrives for students to be successful" (SB-P8:2; 10:10).* The interview with the school A principal garnered the same comment, where as a principal, he needs to be fully committed and devoted to the school for it to improve, and subsequently change. One of the main factors in both schools was that there were limited options for the principals to practice their respective innovation and creativity or to facilitate the school members for such practices.

DISCUSSION AND IMPLICATIONS

Leadership to effect school success and performance needs to be adaptive and multiple-oriented (Mulford et al., 2008; Yukl, 2004). This article aimed at exploring the leadership behaviors in selected high-performing GBHS in Quetta. The framework of this study was based on Yukl's tri-dimensional leadership behavior: task-oriented; relations-oriented; and change-oriented leadership behaviors. The main leadership behavior orientations were present in both schools. All of the behaviors were considered to influence the school performance. However, within this framework, we found flexible leadership behaviors in the school context.

Effective and continuous monitoring, proper planning, assigning and clarifying tasks, and efficiently utilizing the budget are some of the task-oriented leadership behaviors found in the selected high-performing schools. Nevertheless, the main focus of both school principals was on continuous and effective monitoring. It is not surprising, considering that the previous research strongly emphasized the success of continuous and effective monitoring process in school (Hallinger, 2003). Effective and regular monitoring is one of the most important features in high-performing schools. The leaders are active in monitoring the teaching, learning and the school process, whether formal or informal, which is more likely to boost the school performance and success (McGee, 2009; Sammons et al., 1995). Monitoring helps the leaders determine the problems that interrupt the smooth and effective working of the school and instructional processes (Yukl, 2012).

Relation-oriented leadership behaviors include shared decision-making, establishing friendly and trusting relationship with teachers, being open and honest with the teachers, and recognizing teachers' and students' contributions. In other words, leaders in high-performing schools develop good interpersonal relationships with

the teachers. They involve them in decision- making, and in turn, the teachers trust them. Honesty and trust help develop strong teacher-leader relationships and are the main ingredients of leadership in high-performing schools (Crum et al., 2009). The leaders in such schools develop strong teamwork among the teachers and involve them in everything and remain connected with each other (Shannon & Bylsma, 2007).

They also need to praise and appreciate the teachers and students to strengthen the developed bonds and help them teach and learn, respectively. Research has shown that teachers are more likely to obey their leaders if they receive proper and timely appreciation (Nir & Hameiri, 2014).

Being active and ambitious, having a strong vision, and being committed to change are the change-oriented leadership behaviors that both schools have in common. Leaders' behavior is the key to school success (Boonla & Treputtharat, 2014; Harris, Jones, Adams, Perera, & Sharma, 2014; Murdoch, 2016). Principals, as change-oriented leaders, envision change and communicate their respective visions to their schools. They inform the school members what is happening around them and how to surpass others (Yukl, 2012).

Current and prospective leaders may consider the explored themes to initiate and manage the change process and improve performance at their respective schools. Both cases involve education leadership in certain schools serving socially deprived students. The findings have implications for Ministry of Education Pakistan (MoE) and the Education Department of the Government of Balochistan (EDGoB), which are:

1. It is evident that both principals lack vast teaching experience, but both are young and well-educated. It can be said that younger, energetic, and well-educated people should be recruited as principals.

2. Although both principals lack vast teaching experience, they are enthusiastic about furthering their education. Thus, MoE and the EDGoB should motivate current principals to further their education via multiple monetary and non-monetary rewards.

3. Although no institution provides pre-service education for school leaders in Balochistan, the findings of this study can be incorporated into different in-service training courses by the MoE and EDGoB.

4. The teacher educator institutions, such as the Provincial Institution for Teacher Education (PITE), teacher education colleges, and universities can use the findings of this study while teaching courses such as Educational Administration and Management.

The findings in this study are promising; however, they are limited in certain aspects. First, the study was limited because the research design was the qualitative case study. The data were collected from interviews, which might have affected the reliability of the findings. It is suggested that future researchers collect data via observations and document analysis alongside interviews. Moreover, future researchers can conduct the same study using quantitative research techniques to obtain generalizable results. The study was only conducted in two urban GBHS schools in Quetta. Future researchers can conduct such studies in rural schools or on leadership behavior of female principals serving in girls' secondary schools.

CONCLUSION

The findings of this study and current literature verify that high-performing schools, regardless of the students' SES, are able to have strong, visible, and purposeful leaders with multiple and adaptable leadership behaviors. Accordingly, leadership serves as an instrument to change a school from a backward and low-performing school

into an excellent and high-performing school. MoE Pakistan, in collaboration the Provincial Department of Education, needs to take serious steps by designing programs and policies to uplift and strengthen the capabilities and competencies of school leaders in Pakistan. A well-designed in-service professional qualification for school leaders should be launched to ensure that all school leaders possess the qualities required for leaders of 21st-century schools.

Moreover, the current tenure-based selection criteria should be changed to leadership competencies criteria, and continuous in-service training should be provided to all school leaders. By doing so, the overall education system of Pakistan can undergo a quality reform that will be benefit all parties.

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