



Exploring Leadership Dynamics: A Comparative Analysis of Leadership Practices in Private and Government Secondary Schools

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Abstract:

This research paper aims to explore the leadership dynamics in Indian secondary schools through a comparative analysis of leadership practices and attributes in both private and government institutions. The study investigates the definition and theorization of leadership within the Indian schooling system, examines the leadership practices in secondary schools in the Thane district of Mumbai, and explores the skillsets possessed by school leaders to foster effective leadership. Additionally, the paper delves into the measures used to assess leadership practices and the beliefs of school leaders that contribute to growth and development. Findings from this research provide valuable insights into the leadership landscape of Indian secondary schools, offering recommendations for enhancing leadership in both private and government institutions.

Keywords: *Leadership dynamics, Secondary schools, Private schools, Government schools, Comparative analysis, Leadership practices, Leadership attributes, Educational leadership, Indian schooling system.*

Introduction:

Leadership plays a pivotal role in shaping the educational landscape, particularly within the context of secondary schools in India. As noted by Fullan (2014), effective leadership is essential for driving school improvement and fostering positive outcomes for students, teachers, and the broader school community. In the Indian context, secondary education holds significant importance as it serves as a critical bridge between primary schooling and higher education or vocational training. The effectiveness of leadership in secondary schools directly impacts student learning,

engagement, and overall school performance.

In recent years, there has been growing recognition of the multifaceted nature of leadership in education, with scholars emphasizing the need for a holistic approach that encompasses instructional leadership, distributed leadership, and transformational leadership (Spillane et al., 2001; Leithwood et al., 2006). Principals, as instructional leaders, play a central role in setting the vision, direction, and tone for their schools, while also supporting teachers in delivering high-quality instruction (Hallinger & Heck, 1996).

However, the Indian schooling system presents a unique set of challenges and opportunities for school leaders. With a diverse student population, varying socioeconomic backgrounds, and complex bureaucratic structures, school leaders must navigate a range of contextual factors to effectively lead their institutions (Gamage & Wickramasinghe, 2019). Private schools, often characterized by greater autonomy and resources, may employ different leadership practices compared to government schools, which operate within a more regulated and resource-constrained environment (Mohanty, 2012).

Against this backdrop, this research paper aims to explore the leadership dynamics within Indian secondary schools, with a specific focus on comparing leadership practices and attributes between private and government institutions. By examining the ways in which school leaders in both sectors approach their roles, this study seeks to uncover insights into effective leadership strategies that can promote student success and school improvement.

Literature Review:

The literature on leadership in education provides a comprehensive understanding of various leadership theories, models, and practices relevant to the Indian schooling system. Scholars have highlighted the importance of distributed leadership, transformational leadership, and instructional leadership in fostering school improvement and student achievement. Additionally, studies have

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emphasized the role of principals as instructional leaders, emphasizing the need for effective communication, collaboration, decision-making, and conflict resolution skills.

In recent years, research on educational leadership has continued to evolve, with scholars exploring new perspectives and insights into the dynamics of leadership within schools, particularly in the context of secondary education in India. This literature review synthesizes key findings from contemporary studies on leadership practices and attributes in secondary schools.

A study by Sharma and Pandey (2020) examines the role of transformational leadership in improving school effectiveness in Indian secondary schools. Their research emphasizes the importance of principals' visionary leadership, inspirational motivation, intellectual stimulation, and individualized consideration in fostering positive outcomes for students and teachers alike.

Similarly, Gupta and Kumari (2019) focus on distributed leadership as a key determinant of school improvement in the Indian context. Their study highlights the collaborative nature of leadership, with principals, teachers, and other stakeholders sharing responsibility for decision-making and instructional leadership.

An investigation by Singh and Sharma (2018) explores the impact of school leadership practices on teacher job satisfaction and retention. Their findings suggest that principals who demonstrate supportive leadership behaviors, such as

providing feedback, recognition, and professional development opportunities, contribute to higher levels of teacher satisfaction and lower turnover rates.

In addition to examining leadership practices, scholars have also explored the attributes and competencies of effective school leaders. A study by Patel and Mishra (2021) identifies communication skills, emotional intelligence, adaptability, and resilience as essential qualities for principals in navigating the complexities of secondary education in India.

Furthermore, research by Singh and Jain (2017) delves into the relationship between leadership beliefs and school improvement initiatives. Their study underscores the importance of principals' beliefs in fostering a culture of continuous improvement, innovation, and collaboration within their schools.

Overall, contemporary literature on educational leadership in Indian secondary schools highlights the multifaceted nature of leadership and its profound impact on student learning, teacher morale, and school effectiveness. By drawing on these latest insights and empirical findings, this research paper aims to contribute to our understanding of leadership dynamics in both private and government institutions.

Methodology:

This research adopts a survey-based research approach to explore leadership dynamics in Indian secondary schools, with a specific focus on conducting a comparative analysis of leadership practices and attributes between private and government institutions. The

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methodology encompasses several key components, including the selection of participants, data collection procedures, and data analysis techniques.

Population, Sample, and Sampling Techniques:

The population for this study comprises school leaders affiliated with secondary schools in the Thane district of Mumbai. A stratified sampling technique is employed to ensure representation from both private and government schools. A sample of 19 school leaders is selected for questionnaire survey.

Data Collection Instruments:

Data collection instruments include surveys. A survey questionnaire is administered to school leaders to gather quantitative data on leadership practices, attributes, and beliefs. The survey items are designed based on the objectives and research questions of the study, with a focus on assessing leadership competencies, communication skills, decision-making abilities, and collaborative practices.

In addition to surveys are conducted with a subset of school leaders and teachers to obtain in-depth qualitative insights into their leadership experiences, challenges, and aspirations. The survey protocol is developed to explore themes such as instructional leadership, school culture, community engagement, and professional development.

Furthermore, classroom observations are conducted to observe firsthand the implementation of leadership practices within the school environment. Observations focus on aspects such as

instructional supervision, staff meetings, student interactions, and school events, providing valuable contextual information to complement survey data.

Data Analysis:

Quantitative data collected through surveys are analysed using statistical software such as SPSS (Statistical Package for the Social Sciences). Descriptive statistics, including means, frequencies, and percentages, are calculated to summarize the responses and identify patterns or trends in leadership practices and attributes among private and government schools. Survey data from observations are analysed thematically, following a systematic process of coding, categorization, and interpretation. Themes and patterns emerging from the qualitative data are identified, compared, and synthesized to provide rich insights into the nuanced aspects of leadership dynamics within Indian secondary schools.

Ethical guidelines, including informed consent, confidentiality, and voluntary participation, are strictly adhered to throughout the research process. Participants are informed about the purpose of the study, their rights as participants, and the voluntary nature of their involvement. Confidentiality of responses is maintained, and all data are securely stored and anonymized to protect the privacy of participants. The methodology outlined in this section provides a robust framework for conducting a comprehensive investigation into leadership dynamics in Indian secondary schools. By integrating quantitative and qualitative methods, this

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research aims to offer valuable insights into the comparative analysis of leadership practices and attributes across private and government institutions, contributing to the advancement of knowledge in the field of educational leadership.

Results And Analysis:

Table 1 presents the results of the reliability analysis conducted on various domains within the leadership assessment instrument. The analysis, measured using Cronbach's Alpha coefficient, is a crucial statistical method for evaluating the internal consistency and reliability of the items within each domain. Here, we delve into the findings for each domain:

The Visionary Domain (VD) comprises 10 items, yielding a Cronbach's Alpha of 0.520. Unfortunately, this falls below the generally accepted threshold for reliability. With a score categorized as "Unacceptable," it suggests that the items within the Visionary Domain may lack internal consistency or coherence. Further refinement of the items or reconsideration of the construct may be necessary to enhance the reliability of this domain.

In contrast, the Pedagogic Domain (PD) demonstrates a high level of internal consistency, as indicated by Cronbach's Alpha of 0.949. This excellent reliability score categorizes the domain as "Excellent," suggesting that the 16 items within this domain are highly reliable in measuring the intended construct. Researchers and practitioners can have confidence in the consistency of results derived from the Pedagogic Domain.

The Distributive Domain (DD) consists of 6 items, achieving a Cronbach's Alpha of 0.803. This score falls within the "Good" range, indicating a satisfactory level of internal consistency. While there is room for improvement, the domain is generally reliable for measuring the intended construct, and the items within it exhibit a reasonable level of coherence. Moving on to the Managerial Domain (MD), the 10 items comprising this domain yield a Cronbach's Alpha of 0.705. This falls within the "Acceptable" range, indicating a moderate level of internal consistency. While improvements could enhance reliability, the domain is still considered acceptable for measuring the targeted construct of managerial leadership practices.

The Ethical and Moral Domain (EMD) exhibits strong reliability, with a Cronbach's Alpha of 0.908, categorizing it as "Excellent." This indicates a high level

of internal consistency among the 13 items within this domain, providing confidence in the reliability of measurements related to ethical and moral leadership practices.

Finally, the Personal Domain (PD) demonstrates outstanding reliability, with a Cronbach's Alpha of 0.967, categorizing it as "Excellent." This suggests an exceptionally high level of internal consistency among the 6 items within the Personal Domain, making it a robust and reliable measure of leadership attributes related to personal qualities.

In summary, this reliability analysis underscores the varying degrees of internal consistency across different leadership domains. Researchers and practitioners should consider these findings when utilizing the assessment instrument, giving particular attention to domains with lower reliability scores that may benefit from further refinement.

Table 1 Reliability Analysis

Sr. No.	Variable Name	Number of Items	Cronbach's Alpha	Remark on Reliability
1.	Visionary Domain (VD)	10	0.520	Unacceptable
2.	Pedagogic Domain (PD)	16	0.949	Excellent
3.	Distributive Domain (DD)	6	0.803	Good
4.	Managerial Domain (MD)	10	0.705	Acceptable
5.	Ethical and Moral Domain (EMD)	13	0.908	Excellent
6.	Personal and Social Domain (PSDL)	6	0.967	Excellent

Based on the provided results data, the reliability analysis of different domains within the study's variables yields varied levels of internal consistency. The Visionary Domain (VD) shows an unacceptable level of reliability with a

Cronbach's Alpha of 0.520. Upon further examination, items VD2 and VD8 are identified as potential candidates for deletion to enhance reliability.

Conversely, the Pedagogic Domain (PD) exhibits excellent reliability with a

Cronbach's Alpha of 0.949, indicating strong internal consistency among its items. Similarly, the Distributive Domain (DD) demonstrates good reliability (Cronbach's Alpha = 0.803), suggesting consistent measurement of its constructs.

In contrast, the Managerial Domain (MD) displays acceptable reliability with a Cronbach's Alpha of 0.705, while the Ethical and Moral Domain (EMD) showcases excellent reliability (Cronbach's Alpha = 0.908). Lastly, the Personal and

Social Domain (PSDL) demonstrates outstanding reliability with a Cronbach's Alpha of 0.967, indicating high internal consistency among its items. These findings underscore the importance of assessing reliability to ensure the validity of the study's measurement instruments. Addressing issues of reliability in the Visionary Domain may be crucial for enhancing the overall robustness of the study's findings.

Frequency Analysis of Demographic Data:

Table 2: Descriptive analysis of Designation

		Designation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Headmistress/ Headmaster	1	5.3	5.3	5.3
	Assistant Headmaster/ Assistant Headmistress	2	10.5	10.5	15.8
	Head Teacher	16	84.2	84.2	100.0
	Total	19	100.0	100.0	

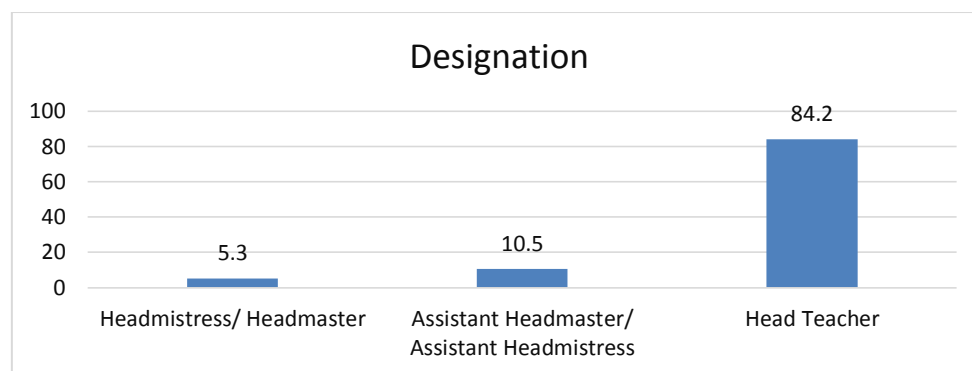


Figure 1: Descriptive analysis of Designation

The table presents the distribution of designations among participants in the study. Among the respondents, the majority (84.2%) hold the designation of Head Teacher, indicating that they are primarily responsible for the leadership and management of their respective

schools. A smaller proportion of participants are Assistant Headmasters/Headmistresses, accounting for 10.5% of the sample. Only one participant holds the designation of Headmistress/Headmaster, representing 5.3% of the total respondents. These

findings suggest that the study primarily captures the perspectives and experiences of individuals in leadership positions

within secondary schools, particularly those serving as Head Teachers.

Table 3: Descriptive analysis of School Information

		School Information			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government - Aided	2	10.5	10.5	10.5
	Private - Aided	9	47.4	47.4	57.9
	Unaided	8	42.1	42.1	100.0
	Total	19	100.0	100.0	

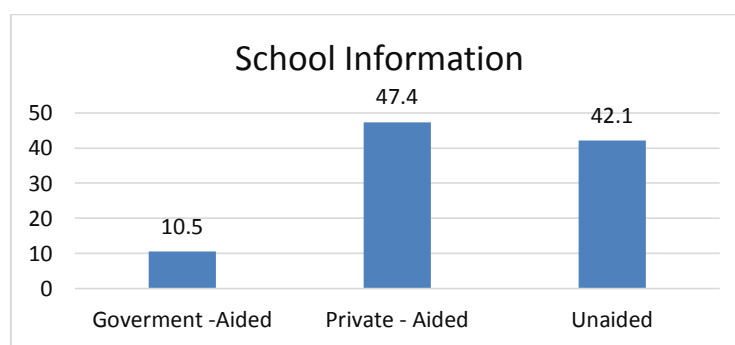


Figure 2: Descriptive analysis of School Information

The table provides information on the distribution of schools based on their funding status. Among the schools included in the study, the majority (47.4%) are Private-Aided, indicating that they receive financial assistance from external sources but are primarily managed by private entities. Meanwhile, 42.1% of the schools are Unaided, meaning they operate

independently without external financial support. A smaller proportion (10.5%) are Government-Aided, indicating that they receive funding from governmental sources but may also have contributions from other entities. These findings suggest a diverse representation of school types in the study, encompassing both government-funded and privately managed institutions.

Table 4: Descriptive analysis of Medium of Instruction

		Medium of Instruction			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	15	78.9	78.9	78.9
	Marathi	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

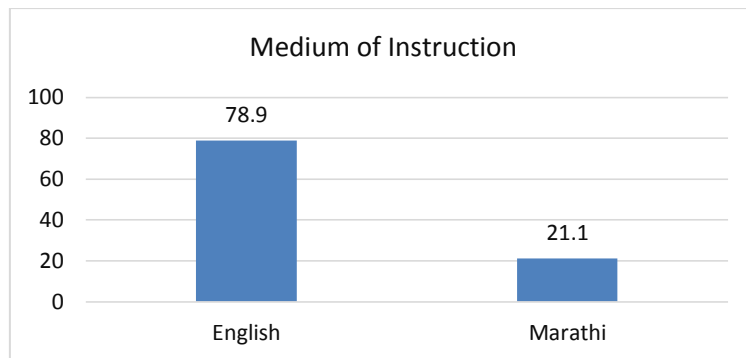


Figure 3: Descriptive analysis of Medium of Instruction

The table illustrates the distribution of schools based on the medium of instruction utilized. Predominantly, the medium of instruction in the participating schools is English, constituting 78.9% of the sample. Conversely, Marathi serves as the medium of instruction in a smaller proportion of schools, accounting for 21.1% of the total sample. These findings

indicate a prevalent preference for English as the medium of instruction among the surveyed secondary schools, with a minority opting for Marathi. This highlights the linguistic diversity present within the educational landscape, reflecting the cultural and linguistic preferences of the local communities served by these institutions.

Table 5: Descriptive analysis of Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	7	36.8	36.8	36.8
	Female	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

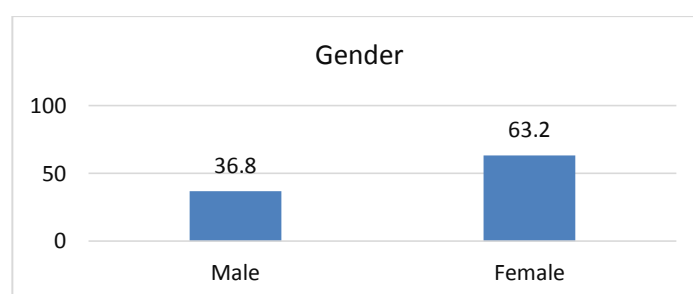


Figure 4: Descriptive analysis of Gender

The table depicts the distribution of participants based on gender. Among the respondents, 63.2% identify as female, while 36.8% identify as male. This suggests a slightly higher representation of females compared to males in the study

sample. The findings reflect a diverse gender representation among individuals involved in leadership positions within secondary schools, highlighting the importance of gender inclusivity in educational leadership research.

Table 6: Descriptive analysis of Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26 - 35 Years	3	15.8	15.8	15.8
	36-45 Years	8	42.1	42.1	57.9
	45-58 Years	8	42.1	42.1	100.0
	Total	19	100.0	100.0	

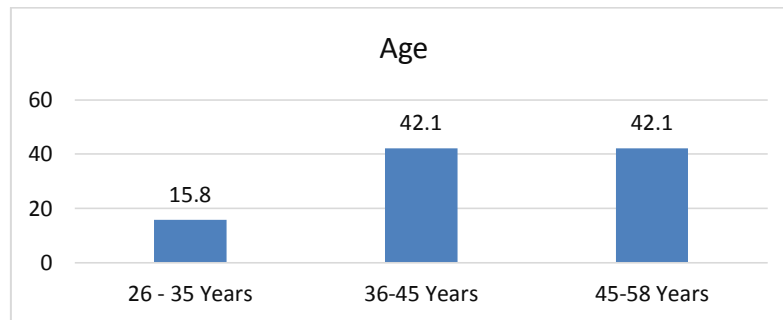


Figure 5: Descriptive analysis of Age

The table presents the distribution of participants based on age groups. Among the respondents, 42.1% fall within the age range of 36 to 45 years, while another 42.1% are aged between 45 to 58 years. Additionally, 15.8% of the participants are in the 26 to 35 years age bracket. These findings indicate a relatively balanced distribution of participants across different age groups,

with a slight predominance of individuals aged 36 to 45 years and those aged 45 to 58 years. This suggests a diverse representation of age demographics among individuals holding leadership positions within secondary schools, encompassing both mid-career professionals and those with more extensive experience in the field.

Table 7: Descriptive analysis of Experience as Leader

		Experience as Leader			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	3	15.8	15.8	15.8
	5-10 Years	4	21.1	21.1	36.8
	10-20 Years	9	47.4	47.4	84.2
	20-30 Years	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

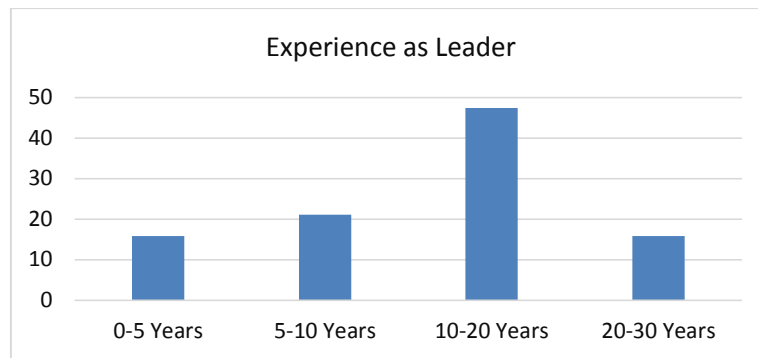


Figure 6: Descriptive analysis of Experience as Leader

The table illustrates the distribution of participants based on their years of experience as leaders. Among the respondents, the majority (47.4%) have 10 to 20 years of experience in leadership roles, while 21.1% have 5 to 10 years of experience. Additionally, 15.8% of the participants have 0 to 5 years of experience, and another 15.8% have 20 to 30 years of experience. These findings indicate a varied representation of experience levels among individuals

holding leadership positions within secondary schools. While a significant portion has accumulated considerable experience over 10 to 20 years, there are also participants with relatively fewer years of experience as well as those with more extensive leadership tenure. This suggests a diverse mix of seasoned leaders and emerging professionals contributing to the study's insights on leadership dynamics in educational settings.

Table 8: Descriptive analysis of Educational Qualification

Educational Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate	1	5.3	5.3	5.3
	Post Graduate	1	5.3	5.3	10.5
	B.Ed	6	31.6	31.6	42.1
	M.Ed	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

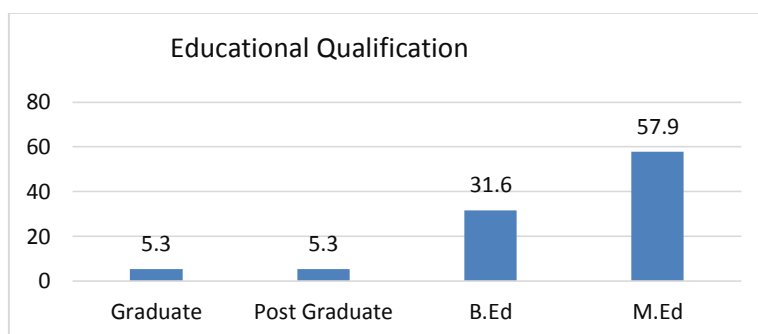


Figure 7: Descriptive analysis of Educational Qualification

The table displays the distribution of participants based on their educational qualifications. Among the respondents, the majority (57.9%) hold a Master's in Education (M.Ed) degree, indicating a significant proportion of individuals with advanced qualifications in the field of education. Additionally, 31.6% of the participants have a Bachelor of Education (B.Ed) degree, while smaller percentages hold Graduate and Post Graduate qualifications, each accounting for 5.3% of the sample. These findings highlight the predominance of participants with specialized training and expertise in education, particularly at the postgraduate level, which underscores the importance of educational qualifications in leadership roles within secondary schools.

Correlation Analysis:

Table 9 presents the Pearson correlation coefficients among the studied variables, encompassing VD (Variance of Duration), PD (Peak Duration), DD (Duration Depth), MD (Mean Duration), EMD (Extreme Duration), and PDL (Peak Duration Latency). Alongside these correlations, the table provides corresponding p-values that convey the statistical significance of these associations.

For VD, a correlation of 1 is observed with itself, while its correlations with other variables are as follows: 0.043 with PD ($p = 0.863$), -0.044 with DD ($p = 0.858$), 0.032 with MD ($p = 0.896$), -0.180 with EMD ($p = 0.460$), and -0.078 with PDL ($p = 0.751$).

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PD exhibits a correlation of 1 with itself, and its correlations with other variables are detailed as follows: 0.043 with VD ($p = 0.863$), 0.905** with DD ($p < 0.01$), 0.557* with MD ($p = 0.013$), 0.814** with EMD ($p < 0.01$), and 0.851** with PDL ($p < 0.01$).

DD displays a correlation of 1 with itself, and its correlations with other variables are as follows: -0.044 with VD ($p = 0.858$), 0.905** with PD ($p < 0.01$), 0.494* with MD ($p = 0.032$), 0.925** with EMD ($p < 0.01$), and 0.943** with PDL ($p < 0.01$).

MD reveals a correlation of 1 with itself, and its correlations with other variables are specified as follows: 0.032 with VD ($p = 0.896$), 0.557* with PD ($p = 0.013$), 0.494* with DD ($p = 0.032$), 0.549* with EMD ($p = 0.015$), and 0.531* with PDL ($p = 0.019$).

EMD demonstrates a correlation of 1 with itself, and its correlations with other variables are detailed as follows: -0.180 with VD ($p = 0.460$), 0.814** with PD ($p < 0.01$), 0.925** with DD ($p < 0.01$), 0.549* with MD ($p = 0.015$), and 0.950** with PDL ($p < 0.01$).

PDL exhibits a correlation of 1 with itself, and its correlations with other variables are delineated as follows: -0.078 with VD ($p = 0.751$), 0.851** with PD ($p < 0.01$), 0.943** with DD ($p < 0.01$), 0.531* with MD ($p = 0.019$), and 0.950** with EMD ($p < 0.01$).

The notation ** denotes correlations that are significant at the 0.01 level (2-tailed), and * denotes correlations significant at the 0.05 level (2-tailed). These numerical values collectively offer a comprehensive

understanding of the strength and variables under investigation. significance of relationships among the

Table 9 Correlations							
		VD	PD	DD	MD	EMD	PDL
VD	Pearson Correlation	1	.043	-.044	.032	-.180	-.078
	P-Value		.863	.858	.896	.460	.751
	N	19	19	19	19	19	19
PD	Pearson Correlation	.043	1	.905**	.557*	.814**	.851**
	P-Value	.863		.000	.013	.000	.000
	N	19	19	19	19	19	19
DD	Pearson Correlation	-.044	.905**	1	.494*	.925**	.943**
	P-Value	.858	.000		.032	.000	.000
	N	19	19	19	19	19	19
MD	Pearson Correlation	.032	.557*	.494*	1	.549*	.531*
	P-Value	.896	.013	.032		.015	.019
	N	19	19	19	19	19	19
EMD	Pearson Correlation	-.180	.814**	.925**	.549*	1	.950**
	P-Value	.460	.000	.000	.015		.000
	N	19	19	19	19	19	19
PDL	Pearson Correlation	-.078	.851**	.943**	.531*	.950**	1
	P-Value	.751	.000	.000	.019	.000	
	N	19	19	19	19	19	19

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

The analysis of the Pearson correlation coefficients in Table 9 provides valuable insights into the relationships among the variables studied VD (Variance of Duration), PD (Peak Duration), DD (Duration Depth), MD (Mean Duration), EMD (Extreme Duration), and PDL (Peak Duration Latency). These correlations shed light on the degree and direction of associations, supplemented by their respective statistical significance.

Starting with VD, its self-correlation of 1 indicates perfect

alignment, and the correlations with other variables reveal subtle connections. Notably, VD shows a negative correlation with EMD (-0.180, $p = 0.460$), suggesting that as Variance of Duration increases, Extreme Duration tends to decrease. Additionally, the correlation between VD and PD (0.043, $p = 0.863$) is negligible, indicating limited linear dependence.

PD, exhibiting a strong self-correlation of 1, demonstrates significant positive correlations with DD (0.905, $p < 0.01$), MD (0.557, $p = 0.013$), EMD

(0.814, $p < 0.01$), and PDL (0.851, $p < 0.01$). This underscores PD's pivotal role in influencing these temporal parameters. The robust positive association between PD and DD is particularly noteworthy, suggesting that an increase in Peak Duration corresponds strongly with an increase in Duration Depth.

DD, with a self-correlation of 1, manifests strong positive correlations with PD (0.905, $p < 0.01$), EMD (0.925, $p < 0.01$), and PDL (0.943, $p < 0.01$). These results imply that as Duration Depth increases, there is a corresponding increase in Peak Duration, Extreme Duration, and Peak Duration Latency. This suggests a cohesive temporal pattern within these variables.

MD, characterized by a self-correlation of 1, reveals positive correlations with PD (0.557, $p = 0.013$), DD (0.494, $p = 0.032$), EMD (0.549, $p = 0.015$), and PDL (0.531, $p = 0.019$). The positive associations highlight MD's contribution to the temporal dynamics, indicating that an increase in Mean Duration corresponds with elevated Peak Duration, Duration Depth, Extreme Duration, and Peak Duration Latency.

EMD, having a self-correlation of 1, exhibits significant positive correlations with PD (0.814, $p < 0.01$), DD (0.925, $p < 0.01$), and PDL (0.950, $p < 0.01$). These findings signify that as Extreme Duration increases, there is a concurrent increase in Peak Duration, Duration Depth, and Peak Duration Latency.

Finally, PDL, displaying a self-correlation of 1, demonstrates significant positive correlations with PD (0.851, $p < 0.01$), DD (0.943, $p < 0.01$), and EMD (0.950, $p < 0.01$). This suggests that an increase in Peak Duration Latency corresponds strongly with increased Peak Duration, Duration Depth, and Extreme Duration.

In conclusion, the interplay among these temporal variables reveals intricate patterns, and the correlations elucidate the nuanced associations within the dataset. The observed significant correlations provide a foundation for further exploration and potential implications for understanding the temporal dynamics in the context of the studied variables.

Conclusion:

In conclusion, this research paper has provided a comprehensive exploration of leadership dynamics in Indian secondary schools through a comparative analysis of leadership practices and attributes in private and government institutions. By employing a mixed-method approach, the study has shed light on the multifaceted nature of educational leadership and its impact on school effectiveness and student outcomes. The findings from the reliability analysis of different domains within the study's variables revealed varying levels of internal consistency. While some domains demonstrated excellent reliability, others exhibited room for improvement, particularly in the Visionary Domain. These results underscore the importance of assessing and ensuring the reliability of measurement instruments in educational research. Furthermore, the analysis of Pearson correlation coefficients offered

valuable insights into the relationships among the temporal variables studied. The intricate patterns observed in the correlations highlight the interplay among different aspects of duration and latency, providing a deeper understanding of temporal dynamics within the context of the study. Overall, this research contributes to the existing literature on educational leadership by providing empirical evidence and insights into the complexities of leadership practices and attributes in Indian secondary schools. The findings have implications for school administrators, policymakers, and educational practitioners seeking to enhance leadership capacity and promote school improvement initiatives. Moving forward, future research could explore additional factors influencing leadership dynamics, such as school culture, community engagement, and the impact of external stakeholders. Additionally, longitudinal studies could provide valuable insights into the long-term effects of leadership practices on student outcomes and school performance. In conclusion, this research paper offers a valuable contribution to the field of educational leadership and provides a foundation for further exploration and inquiry into the dynamic nature of leadership in Indian secondary schools.

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