



Research Article

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## The Functional Tasks of School Principals in Improving Educational Outcomes

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### Abstract

*This research uses the descriptive survey method to demonstrate school principals' functional tasks' role in improving educational outcomes. A questionnaire was applied to the sample comprising (n=311) individual, who was selected using a random cluster method. The respondents reported that school administrations have a moderate role in improving educational outcomes on all axes. School administrations perform their functional role at a high level, while teachers believe school administrations perform their role at a medium level. Technical and administrative functional tasks were the most performed by the school administration and at a moderate level. The school administration's fourth axis related to parents was the least performed. The findings also showed that School principals are working to improve educational outcomes to a medium degree and that the knowledge outputs field topped the axes, followed by the skills field. The emotion field ranked last. However, the researchers hope that the results of this research will help officials in the Ministry of Education and school administrations improve public education outcomes.*

**Keywords:** School Administration, School principals, Educational Outcomes, Performance Improvement, Functional Tasks, Functional Tasks

## 1. Introduction

The high cost of education has highlighted the need to enhance educational outcomes (Al-Hassanat, 2003), which made it essential for all of its institutions to prioritise providing improved outputs vis-à-vis the inputs so that educational institutions become more efficient. Therefore, most countries strive to continue developing educational inputs and processes to improve educational outcomes for a good return on investment in education spending.

Al-Juhani and Al- Essid (2021) did a study to investigate the role of educational leaders in improving educational outcomes for public education schools in Yanbu Governorate through four areas, namely: the leadership style, developing the teacher's skills, achieving the aspirations of the learner, and meeting the needs of the local community. The descriptive approach was employed by applying a questionnaire to a sample of (89) individuals. The results demonstrated that educational leaders practice their role in improving the educational outcomes in public education through leadership style to a high degree. And that is through promoting human relations in the educational work environment and benefiting from Vision 2030 in developing leadership performance. They also do their role in improving educational outcomes to a high degree through developing teacher skills. School leaders also support educational activities and methods that contribute to developing teachers' skills and motivate teachers to deliver innovative performance. It was found that educational leaders exercise their role to a high degree in improving educational outcomes by achieving the learner's aspirations and allowing them to develop their leadership skills. It has been evident that educational leaders perform their functional tasks to a moderate degree in improving educational outcomes by meeting the needs of the local community by participating in community services. Mechanisms for holding parent councils' meetings were developed to be consistent with the requirements of developing educational outcomes. The study suggested implementing advanced mechanisms to evaluate school performance periodically. And to apply future foresight plans related to improving educational outcomes in light of the Kingdom's 2030 vision and work on crystallising a clear participatory.

Tedla & Kilangos' (2022) study explored the role of school leadership in improving student achievements at secondary schools in Changchun by considering principals' leadership behaviours and practices. Quantitative and qualitative research approaches were used. Questionnaires, interviews, and document analysis were utilised to collect information from teachers and principals about a principal's impact on student achievement. It was found that principals' behaviours promote higher performance through classroom supervision, directing, setting goals, teamwork, collaboration, continuous monitoring of students' progress and supporting teacher autonomy.

Al-Sulai'a (2020) conducted a study entitled "Improving the Role of Educational Leaders to Achieve Quality Standards for Teaching Performance." It aimed to identify the extent to which the standards of the quality of teaching performance were achieved in the secondary stage in Najran schools and to define the standards of the quality of the teaching performance in light of the official policies of the Saudi school and to reveal the criticisms and difficulties facing the reality of the teaching performance in the secondary school. The researcher used a descriptive-analytical approach. The study sample, which was chosen using a random sampling method, comprised (56) principals, principal assistants, and (70) educational supervisors. The results showed that school leaders have a clear role in providing appropriate training courses for school administration, conducting special training courses for the recent graduate teacher, and granting national activities in the administrative and educational fields. In addition, the results clarified the difficulties facing the principals, such as the heavy burdens and functional tasks assigned to the school leader outside the school.

Al-Ani and Al-Attar (2017) conducted a study entitled: The Role of Private School Principals in Activating Total Quality Management and Its Relation to Educational Leadership Styles. The study aimed to identify the role of private school principals in activating total quality management and its relationship to educational leadership styles from the teachers' point of view. The descriptive approach was used, and a random sample of (100) teachers was selected from private schools in the

Governorate of Muscat during the academic year (2016). To achieve the study's goal, a questionnaire was prepared to measure the role of private school principals in managing total quality and their educational leadership styles. The study yielded several results, the most important of which was that private school principals manage total quality with a medium degree. In addition, they practise the democratic leadership style in school management, and there is an influential relationship between TQM and the educational leadership styles of school principals.

Taya et al. (2012) aimed to reveal the reality of secondary education outputs and the extent of compatibility between them and the requirements and conditions for joining higher education institutions by adopting the University of Aden as a model for study. The researchers followed the descriptive and analytical method for collecting data from the colleges of the University of Aden (Education - Engineering - Medicine - Administrative Sciences). The study sample consisted of 11,10 applicants in the academic year 2019-2020, considering the outputs of general secondary education in the literary and scientific majors. The researchers designed lists to dump the data provided by the college subject of the study. The study came up with several results, the most important of which was that the percentage of applicants to the available seats exceeded 500%, and the percentage of those accepted was 18% of the applicants. There were also statistically significant differences between the averages of high school grades and the rate of entrance examinations. However, the study also revealed no statistically significant differences between the values of the correlation coefficients between the high school average and the admission test rate according to the accepted and unaccepted applicants.

Ramazan's (2013) study aimed to demonstrate the contribution of secondary school leadership practices that enhance student learning outcomes. The paper used Sergiovanni's pedagogical framework. It was found that school-level leadership directly affects the classroom-level practices of teachers and student learning outcomes.

Nashwan (1986) indicated that each educational system had "inputs", including the set of economic, human, and material factors needed by the organisation, which interact with each other and "process" processes, which produce the "outputs" which in turn are of the same type of outputs.

## 2. Research Problem

The quality of educational outputs in the educational system does not match what is hoped for by the educational system in Jordan. Truly, there is a wide gap between the requirements of a university education and the capabilities of many high school graduates. Students' performance in mathematics and science (TIMSS) was very low, the results were lower than 500, and they did not obtain an advanced ranking among the 83 participating countries in the 2018 tests. The results from the last round of the International Student Assessment (PISA) stated that students from five Arab countries, namely Lebanon, Jordan, Morocco, Qatar and the Kingdom of Saudi Arabia, ranked in the bottom third of the 79 participating countries. On the other hand, there is a high unemployment rate among secondary education graduates in the Kingdom which reached 12%. The percentage of secondary school holders is 33%, according to the latest statistics issued by the Department of Statistics for 2020.

The media evidently reported public opinion dissatisfaction with secondary education graduates. Al-Harbi (2013) stated that there were many gaps between public education and higher education, stressing the need to set up a joint plan between public and higher education to eliminate such gaps. Likewise, it was noticed that there was a deficiency in students' familiarity with some basic skills (Al-Ghamdi, 2006)

Low grades indicate a weakness in educational outcomes. Public and higher education in Jordan witnessed a debate about who bears responsibility for this weakness. Is it the Ministry of Education that graduates students with low-quality education, or the Ministry of Higher Education, which the labour market complains of its poor outputs?

Some education quality experts indicate that poor secondary education outputs contribute to poor

higher education outcomes by nearly (40%) (Elian, 2013), which supports the first trend. The deterioration of the quality of educational outcomes entails several things, the most important of which are weak labour productivity, weak economic and social return to education, and widespread unemployment among the educated. This confirms the necessity for reforming and developing the field of education. Therefore, attention to the quality of education outputs began, and more attention was given to the restructuring and development of the school administration to address the decline in the level of secondary education outputs. The study of Al-Otaibi, Al-Kandari, and Al-Harbi (2019) showed that the group of axes on which the research worked has a strong and influential role in the scientific output as it works as a system. One is to reach a strong scientific output, so the principal who wants to achieve the highest levels of efficiency of scientific output must take into account dealing with the environment surrounding the school, periodically follow-up school work, work to develop his skills and experiences, and following-up students' educational achievement, according to the highest rates of scientific output that the school and the principal aspire to. The study recommended giving attention to the environment surrounding the school, especially parents, and to follow-up students permanently in terms of developing performance rates. This research tries to answer this main question: What is the role of the school administration in improving educational outcomes?

### 2.1 Problem of the research

The research problem was determined by answering the following two questions:

Q1- What are the functional tasks of the school administration in improving educational outcomes?

Q2- What educational outcomes are mostly achieved through school principals exercising their Functional Tasks in Amman, at Jordan?

### 2.2 Objective of the research

The research aims to determine the extent to which school principals practice their functional roles and technical, functional tasks to improve learning outcomes in Jordan's public education as a case study.

## 3. Methodology

### 3.1 Approach

The research used the descriptive approach through the survey method, which is the best way to achieve the research purpose.

### 3.2 Participants

The original population of the research consisted of two different groups. The first group comprised 266 principals and principal assistants, and the second comprised 1812 teachers. The number of government secondary schools within the Amman region was 55 schools according to the statistics of the General Administration of Education in Amman for the academic year 2020/2021.

**Table 1.** Distribution of the total research population

Variable	Frequency
School principals	121
Assistants School principals	145
Teachers	1269
<b>Total</b>	<b>1535</b>

### 3.3 Research Sample

A random cluster sample consisted of 311 from the research population, as shown in Table 2:

**Table 2.** Distribution of the research sample

No	Variable	Frequency	Percentage 100%
1	School Principals & Assistants	130	49%
2	Teachers	181	51%
Total		311	100

## 4. Results & Discussion

This aspect includes a presentation of the research results and the answer to its main question, which aims to demonstrate the role of the school administration in improving educational outcomes. The criterion in Table (3) interprets the sample responses according to the five-point scale.

**Table 3.** The ranges of the five-point scale

N.S	The range of averages	Degree
1	Less than 1.80 is very low	Very low
2	1.80 to less than 2.6 is low	Low
3	2,6 to less than 3,40 average	Medium
4	3,41 to less than 4,2 high	High
5	4,2 to 5 is very high	Very High

The results of the answer to the first question

### 4.1 Results related to the first question

What are the functional tasks of the school administration in improving educational outcomes?

To answer the question, the researcher used arithmetic averages and standard deviations, as shown in Tables (3),(4), (5),(6), and (7).

**Table 4.** The sample responses to the first axis: the roles of the school administration related to students

No	Item	Mean	Std. Deviation	Degree
1.	Building good relationships with students.	3.80	1.1	high
2.	Providing additional programs and activities for students to develop their abilities and potential.	3.77	0.91	high
3.	Following up on attendance and absence in school.	3.76	1.05	high
4.	Monitoring student achievement levels.	3.75	1.07	high
5.	Solve students' problems with appropriate educational methods	3.71	1.14	high
6.	Addressing the causes of academic delay among some students.	3.69	1.19	high
7.	Helping students who have family problems	3.61	1.13	high
8.	Developing the creative talents of students	3.59	1.17	high
9.	Material and moral encouragement for excellent students.	3.52	1.2	high
<b>Overall Mean</b>		<b>3.69</b>	<b>1.10</b>	<b>High</b>

Table (4) shows the values of the averages for the items of the first axis and the respondents' viewpoints towards the level of the school administration's application of the achieved practices to

improve educational outcomes. The averages of this axis ranged between 3.80 - 3.52, and in total, the axis came with a high of 3.69, which falls in the high category. This indicates that the school administrations practice their role towards the students effectively and that the interest in improving educational outcomes is also high.

The results in Table (4) reveal that building good relationships with students obtained a mean of 3.80 with a high degree indicating the school administration's keenness to communicate with students through school meetings. Follow-up, the attendance and absence in school got a mean of 3.73 and a high degree. This may be because school administrations focus more on controlling the school than other aspects. Finally, item 8, which ranked last, obtained a mean of (3.59) and a high level. This result may be attributed to the fact that school administrations are aware of the importance of developing students' creative talents, which leads to the interest in achieving creativity and excellence for my students in the school, as the school's level of excellence is measured by the extent of students' excellence and creativity.

**Table 5.** Responses to the second axis: the roles of the school administration related to teachers

No	Item	Mean	Std. Deviation	Degree
1.	Encouraging teachers to attend training courses to increase performance effectiveness.	3.84	.84	High
2.	Settling disputes that may arise between teachers fairly.	3.76	.99	High
3.	Helping teachers solve the problems they face.	3.74	.88	High
4.	Encouraging teachers to work in a team spirit.	3.73	.87	High
5.	Follow-up notebook preparation lessons for teachers at regular intervals.	3.71	.88	High
6.	Involving teachers in school decision-making.	3.69	.95	High
7.	Motivate teachers to improve their tasks and scientific performance.	3.61	1.00	High
8.	Establishing positive human relations with all teachers in a balanced degree	3.49	.94	High
9.	Evaluate teachers' performance with objectivity, transparency and fairness	3.30	.84	Medium
<b>Overall Mean</b>		<b>3.65</b>	<b>1.63</b>	<b>High</b>

Table. (5) shows the average values for the second axis items and the participants' perspectives towards the school administration's level of implementation of the achieved roles to improve the educational outcomes related to teachers. The averages of the elements of this axis ranged between 3.30 and 3.84, which means that the application of practices ranged between a high level of application. The total value of the axis came with an average of 3.65 and fell within the high category. Given the results of this axis, while reviewing the sample responses, Item 9, "Evaluate teachers' performance with objectivity, transparency and fairness", came with a moderate degree. This result may be attributed to the absence of effective foundations for evaluating teachers' performance or indicating dissatisfaction. Teachers about management in terms of evaluation methods.

This result is in line with (Al-Hassanat, 2003), which showed that the school management's encouragement for teachers to attend the training courses was significant. In addition, this result provides for "objectively, transparently and fairly evaluation of teachers' performance. "This result is consistent with Al-Hassanat's (2003) findings, which showed that the school administration's encouragement for teachers to attend training courses was great.

**Table 6.** Responses for the third axis: the roles of the school's technical and administrative management

No	Item	Mean	Std. Deviation	Degree
1.	Familiarity with educational regulations and systems.	3.89	.77	high
2.	Providing the necessary facilities to implement the academic courses to the fullest extent.	3.87	.81	High
3.	The use of modern technologies in management.	3.86	.78	High

No Item	Mean	Std. Deviation	Degree
4.	3.85	.68	High
5. Attention to the school building and school equipment.	3.72	.40	High
6. Assist in planning the activities accompanying the courses.	3.69	.62	High
7. Attention to methods of school work evaluation.	3.61	.76	High
8. Assisting in employing modern educational technologies in implementing academic courses.	3.59	.64	High
9. Supervising the organisation of school records periodically.	3.57	.73	High
10. Follow up the distribution of Functional Tasks and responsibilities to workers to facilitate appropriate decision-making.	3.55	.77	High
11. Supervising the organisation of school records periodically.	3.59	.81	High
<b>Overall Mean</b>	<b>3.70</b>	<b>.69</b>	<b>High</b>

Table (6) shows the average values of the third axis items and the participant's views of the school's management level in implementing practices related to technical and administrative functional tasks. The averages of the components of this axis ranged between 3.89 and 3.59, which means that the application of practices ranged between a high level of application and a medium level. The overall score for the axis was as high as 3.70 and is in the middle category.

Regarding the results of this Axis, Item 3 stated that "the interest in providing books and educational tools before the start of the school year" ranked first with a high score of 3.86 and a high level. This indicates the school administration's keenness to start studying on time, and this attention may be attributed to the intensive visits of educational supervisors at the beginning of the school year to determine the progress of the educational process. Item 1, "Familiarity with educational regulations and laws", obtained a high standard. This result shows the keenness of school administrations for official work. As for the less ranked items, the average item was "Helping in planning activities accompanying the academic curricula". This result may be attributed to the weakness of the school administrations in planning these programs and activities, as they completely depend on teachers to prepare for these activities. Item 7, "Attention to methods of evaluating school work", came in second place, and this result may be attributed to the poor qualification of school administrations in evaluation methods.

This indicates the weak role of the school administration towards the school building, which leads to a negative impact on educational outcomes. As for the Functional Tasks related to parents, they are explained in Table (7)

**Table 7.** The sample responses to the fourth Axis: The Functional Tasks of school administration related to parents

No Item	Mean	Std. Deviation	Degree
1. Ensure that parents are represented on the school council.	3.90	0.78	High
2. Discussing parents about how to raise the standards of their children.	3.87	0.68	High
3. Parents receive appropriately.	3.86	0.4	High
4. Building distinguished relationships with parents.	3.85	0.62	High
5. Inviting parents to attend various school events.modern educational technologies in implementing academic courses.	3.81	0.75	High
<b>Overall Mean</b>	<b>3.85</b>	<b>0.65</b>	<b>High</b>

Table (7) shows the average values of the fourth axis elements and the participants' opinions about the school's management level of parenting practices. The averages of the components of this axis ranged between 3.90 and 3.81, which means that the application of practices ranged between a high level of application and a medium level. The overall pivot score came to 2.96, which is in the high category.



Regarding the results of this Axis, Clause 4, which refers to "parents are being received appropriately," came in the first place. Item 1, "Ensuring constant communication with students' parents". This result can be attributed to school administration meetings and communicating with parents to improve the educational process results. As for the less organised items, the second item, "Parents' representation within the school council," came with a high rate of 3.85 and a high level of implementation. This result indicates weak community participation between the school and the family. This result is attributed to the failure of the school administration to encourage parents to go to school constantly. As a result, many parents do not want to communicate with them. Item (6) states, "Inviting parents to attend different school events" came in the penultimate and semi-low place. This result can be attributed to the fact that some parents do not respond to school meetings or visit the school to follow up on their children's performance, which is why the school administration is not keen to invite them.

**Table 8.** The total position at the level of all axes for all sample members

Axes	The Functional Tasks	Mean
First	school's technical and administrative management	3.85
Second	school administration towards parents.	3.70
Third	School administration towards students	3.69
Fourth	School administration towards teachers	3.65
<b>Overall Mean</b>		<b>3.73</b>

It is evident from Table (8) that the average of the participants' opinions about the level of the school administration's role in improving educational outcomes was 3.73. This indicates that the participants believed that the level of the school management role was high. Parents' participation came in second place, In third place came the axis of the school administration towards students, and In fourth place was the role of school administration towards teachers. The level of school management practices related to technical and administrative functional tasks was high, indicating that management's interest in this axis is more than their interest in the rest of the axes. It also agrees with the study's results (Manama, 2005), which showed that the school administration's role in administrative affairs was high. This result is consistent with Al-Hassanat's (2003) study, which showed that the Functional Tasks of the school's technical and administrative work were high. It also agrees with the findings of the study (Al-Manamah, 2005), which showed that the role of the school administration in the field of administrative affairs was high

#### 4.2 The Results of the Answer to the Second Question

What educational outcomes are mostly achieved through school principals exercising their Functional Tasks in Amman at Jordan?

**Table 9.** Averages mean and standard deviations for all domains of educational outcomes

Fields	M	SD	Rank	Degree
Cognitive	3.89	0.70	1	High
Skill	3.70	0.68	2	High
Emotional	2.60	0.61	3	Medium
<b>Overall Mean</b>	<b>3.39</b>	<b>0.66</b>		<b>Medium</b>

Table (9) shows that school principals are working to improve educational outcomes to a medium degree. The overall average of all fields of educational outputs reached ( 3.39). The cognitive outputs field came in first place with an arithmetic average. The field skill came in second place with a mean of (3.70). The emotion field ranked last with a mean of (2.60). This result is consistent with the study



(Ablagfour and Hariri, 2022). They explain that most interest of anchorage managers is focused on the cognitive aspect of teaching. This aspect is easy to measure through achievement tests, educational activities or functional educational tasks, so its results are apparent in students' behaviour.

## 5. Conclusion

The research aimed to identify the role of male school principals in improving educational outcomes:

1. Students are expected to graduate with outputs that qualify them for higher education, so these outputs become inputs to higher studies, including university education. Therefore, the research used survey methods to know the opinions of teachers, school principals and their assistants in revealing this role
2. It was found that school principals play an average level in improving educational outcomes on all axes. The principals' opinions differed, as it appeared that the school administrations exercised their functional role at a high level, while the level was moderate from the teachers' point of view. And the axis most achieved by the school administration is the axis of technical and administrative functional tasks, which came at an average level. As for the fourth axis related to parents, it was the least role of the school administration. However, it was concluded that the field of knowledge outputs ranked first, the skill field came in second place, and the field of emotion came last.

## 6. Recommendation

In light of the results of the research, The researcher recommended the following:

1. Setting up regulations and systems that encourage and support school administrations to pay attention to the educational outcomes of their schools and not only focus on achieving student success.
2. Providing the administrative staff specialised in developing the relationship between the school and parents by continuing to provide training courses and workshops in this field.
3. Granting secondary school administrations more powers and moving away from centralisation in procedures.
4. Highlighting the successful and distinguished experiences of schools through the results of the aptitude tests and achievement tests at the level of Amman gives a great indication of the level of the educational output.
5. Organising training courses for principals focusing on their Functional Tasks towards improving educational outcomes.
6. Conducting workshops for model school principals at the level of education departments from all regions of Jordan, and their recommendations are circulated to all schools.

## 7. Research and Publication Ethics Statement

Informed Consent Statement: Informed consent was obtained from all subjects involved in the research.

## 8. Acknowledgement

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