



THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ADVANCING INNOVATION
IN NIGERIAN SCHOOL BUSINESSES

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Approval of the Thesis

THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ADVANCING INNOVATION IN NIGERIAN SCHOOL BUSINESSES

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Abstract

THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ADVANCING INNOVATION IN NIGERIAN SCHOOL BUSINESSES

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This study examines the role of transformative leadership on the innovation and creativity of schools in the Nigerian educational sector. Motivated by a global push for continuous improvement in school administration, this research analyses how leadership affects a school's ability to innovate and sustainably enhance operations amidst the obstacles of the 21st century.

Qualitative research was used to examine the importance of leadership in fostering innovation and improving schools in order to achieve success. It is based on interviews conducted with school leaders in twenty-two Nigerian schools. All the participants were between the ages of 35 and 60 and had a minimum of five (5) years' experience in teaching and administration. An a-priori coding approach is used in the study to identify crucial leadership characteristics that lead to advancement and ingenuity in educational environments.

The findings emphasize the negative impact of ineffective leadership on both student achievement and school development. This leads to a decrease in public school enrolment and an increase in many poorly managed private schools. On the other hand, strong leadership that combines transformative and practical abilities greatly improves the educational results and operational progress of schools. The findings of this study provide significant knowledge for educators and policymakers, highlighting the need for strong leadership techniques that promote continuous improvement and innovation in school organizations. Using these recommendations, educational leaders can implement impactful changes that foster student achievement and promote school success.

Keywords: Leadership, Leadership Theories, Leadership Styles, Transformational Leadership, School Leadership, Innovation.

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

AI Acknowledgement

I acknowledge the use of Grammarly and ChatGPT (<https://chat.openai.com/>) to proofread my chapters 1, 2, and 3 of my thesis. This action was completed on 24.11.2024.

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List of Abbreviations

HOD:	Head of Department
FME:	Federal Ministry of Education
TESCOM:	Teaching Service Commission
FGN:	Federal Government of Nigeria
LGEA:	Local Government Education Authority
SPEB:	State Primary Education Board
R&D:	Research and Development
JSS:	Junior Secondary School
SSS:	Senior Secondary School

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CHAPTER 1: INTRODUCTION

INTRODUCTION TO THE RESEARCH PROJECT

Businesses that are successful in the modern era understand the significance of both innovation and improvement, and they are conscious of the fact that, though there are numerous ways in which these concepts can be interpreted, they are equally important to the achievement of long-term business goals. In today's tough economic market, companies that apply both of these tactics for increasing their enterprise value will not only be able to survive, but they will also thrive. On the other hand, leadership in a business organization encourages creative problem-solving and ongoing improvement.

Education is at the heart of societal progress, serving as the bedrock for individual development and the key to societal advancement. However, due to technological advancements, shifting demographic trends, and shifting expectations from students, parents, and society as a whole, the educational landscape is constantly changing. In this rapidly changing environment, leaders in education and policymakers are confronted with the formidable task of transforming education systems to fulfil the demands and requirements of the twenty-first century.

Jackson (2000) has said in the past that business development may be conceived of as a journey and that the challenges to business development that school enterprises face are in part dependent on where they are on that trip. Nevertheless, the aim of this study was to look at these assertions in further detail and investigate the function of leadership in every kind of business, particularly school businesses, in order to achieve continuous improvement and to bring about new innovations. Studies conducted by Fullan (2006) and Crowther (2011) indicated that, for schools or institutions to improve student learning and satisfy accountability standards, they should implement a variety of school reform strategies. They went on to say that for school reform initiatives to be successful, it is crucial to understand how the dynamics between teachers and leaders can affect teachers' perceptions of their capacity to have a positive impact on the students

they teach. According to Aitken et al. (2008), schools are currently under attack as a result of heightened accountability standards and creative programs.

Innovation is the single most important leadership trait for academic staff members since it displays a person's capacity for foresight, optimism, and a drive for continuous development (Asaari, 2012). It may refer to the activity or process of innovation, which encompasses new ideas or creative endeavours, as well as behaviours oriented toward putting these new ideas into practice within the context of the workplace (Rank et al., 2004). It is generally accepted that a leader possesses innovative leadership acumen if, in the context of an organization, he or she responds to demand and unpredictability by taking part in creative endeavours with the goal of profiting from them. (West, 2002). Regarding the creative thought and action required for related duties such as research, writing, and teaching that typically require good work-related attitudes, academic personnel with an imaginative touch are ahead of other members. This is because they are more likely to think beyond the box. At a Mexican university, Yanez (2004) discovered that the degree to which a group innovated had an impact on how well they performed. According to Audenaert, Decramer, George, Verschuere, and Waeyenberg (2016), the management of employee performance in public companies should take into account the individual's capacity for creativity.

Effective leadership is a critical component of all staff members' roles, including the head instructor, who also serves as the company's manager. All of these are essential to the accomplishment of any and all school-based commercial endeavours. The principal and other administrative staff members share primary responsibility for the institution's level of instruction. Recent years have seen a surge in interest in leadership models that promote the sharing of responsibilities as well as authority among those in positions of power. Initiatives that encourage dispersed models of leadership are receiving a lot of attention. One such initiative is encouraging distributed models of leadership. These days, it is worrisome to observe the potential consequences of inadequate leadership on student educational achievement and, consequently, on

school progress. This pernicious action has contributed to the high level of decadence that has been encountered in Nigeria's economy's educational sector.

According to Davidoff and Lazarus's research from 1997, the degree to which schools are able to improve themselves is, to a large part, contingent on the calibre of the leadership that exists within the institution. According to Sterling and Davidoff (2000), taking the initiative to take the lead could be the first move towards improving an unfavourable circumstance. As a result, this is an important point to consider. Therefore, to achieve success as a leader whose ultimate passion and drive is to implement Continuous Improvement and introduce fruitful innovations in school businesses, one must consciously choose to become a leader and evolve as a leader. This choice must be made in order to fulfil the quest to become a leader. In order to maintain and recruit leadership in the school businesses, particularly for the position of headteacher or principal, Duignan and Cannon (2011) put forth the hypothesis that diverse leadership styles are necessary. They provided a number of suggestions regarding the various leadership styles that could be implemented in order to make the school businesses more successful.

Statement of the Problem

The problem is the significant deficiency of transformational leadership in Nigerian school businesses to effectively foster innovation and continuous improvement, despite the urgent need for educational reforms to meet 21st-century challenges. This gap persists as school leadership struggles to effectively adapt and implement innovative strategies that are essential for enhancing educational outcomes and organizational growth. Underlying the move for better responsibility in Nigerian school is a presumption that these establishments are naturally capable for ongoing growth and innovation. Policymakers, scholarly researchers, and professionals who underline the need of creating an atmosphere fit for continuous educational progress also generally agree on this notion. Empirical evidence supporting this idea is lacking, nevertheless, which calls into doubt the efficiency of present leadership strategies in these educational institutions (Hallinger & Huber, 2012). Many times, the misinterpretation of adaptive obstacles as simple technological issues results in leadership failures in many spheres, including education (Heifetz & Linsky,

2002). Such failures highlight the difficulty of guiding educational institutions across the several obstacles of the twenty-first century.

Several studies have shown that good leadership is essential for implementing transforming changes within organizations. According to the National Centre for Education Evaluation and Regional Assistance, schools that employ creative teaching strategies and raise student performance are more likely to have strong leadership. Additionally, a 2020 paper in "International Studies in Educational Administration" demonstrated that Nigerian administrators who were adept at managing resource constraints and large class sizes were more successful in implementing continuous improvement programs. It is still unclear how transformational leadership, in particular, affects innovation and ongoing development in Nigerian educational institutions, despite these revelations.

Blurring the line between these types of evidence, the current literature sometimes combines statistical data from more general educational results with anecdotal or qualitative assessments of leadership effectiveness. This tendency can mask the clear effects of leadership on innovation and school achievement. Furthermore, although a lot of studies have looked at general educational leadership, there is a clear dearth of studies especially addressing the function of leadership in promoting innovation and improvement in the framework of Nigerian school corporations.

Using a qualitative approach that gives depth above breadth top priority, this study aims to close this distance. By means of thorough interviews and observational research, this method will provide a sophisticated knowledge of how transformational leadership styles directly affect the capacity for innovation and improvement in educational enterprises. This study intends to provide fresh ideas on the processes by which leadership might improve school performance in demanding surroundings by concentrating on the particular leadership behaviours that either support or impede effective change and innovation.

This study will not only add to the theoretical framework of educational leadership but also offer useful insights that might guide programmes for leadership development and policy

decisions. This study will provide useful direction for present and future educational leaders striving to propel major changes in school business operations by precisely defining the qualities of successful school leadership and pointing out efficient ways to overcome the special difficulties faced by Nigerian institutions.

Purpose of the Study

This study's objective was to utilise an exploratory approach to investigate the Role of Transformational Leadership In Advancing Innovation in school business. Jean Piaget argues that education should aim to create individuals who can create new things rather than just reproducing the actions of past generations. These are people who are creative, ingenious, and knowledge-hungry. Innovation is necessary to meet the problems of the present and the future on a global scale, as well as to enhance our educational system and school operations. The research methodology used in this study is qualitative since the goal is to establish a conception of innovation and continuous improvement as a journey with leadership acting as the drivers. Face-to-face interviews with significant figures in school administration who work in the twenty-two (22) schools that were sampled was the major study method. This includes the role of the school principal, Head of Departments (HOD), Head teachers (in primary schools), and senior staff members. Participants for the researcher's study came from a total of twenty-two (22) different schools, eleven (11) of which were private and eleven (11) of which were public. There were six (6) participants from each of the private and public secondary schools, and there were five (5) participants from each of the private and public primary schools in the area.

Participants range in age from 35 to 60 and have a minimum of 5 years' worth of combined classroom and administrative experience. Codes were developed manually using an a-priori method to data analysis. These codes were based on the interviews, observations, and documents that were looked over. It was strongly confirmed by the data that were obtained, analyzed, and discussed that a successful, innovative –driven, and 21st century school business can only be achieved through the effort of transformational and pragmatic leaders who used continuous improvement as a tool to achieve the desired innovations. This conclusion was reached as a direct

result of the data that were obtained. Consequently, it's expected that the study's findings will operate as a manual for educators and policymakers, advising them on how to guarantee better management and leadership in schools so that they may implement Continuous Improvement and start fruitful innovations in school businesses and operations.

Research Aims and Objectives

Research Aim

This qualitative study aims to explore the role of transformational leadership in fostering innovation in Nigerian school businesses, examining its influence on both organizational operations and academic outcomes.

Research Objectives

Study which specific behaviours and practices define transformational leadership within Nigerian school businesses.

Assess how transformational leadership influences the implementation of innovative practices in school operations.

Determine the impact that transformational leadership has on school growth and student academic performance.

Study how transformational leadership affects the engagement and morale of school staff.

Suggest strategies that can be developed to enhance the effectiveness of transformational leadership in improving school performance and student outcomes.

Nature And Significance of The Study

The research project is noteworthy because it attempts to understand the consequences of various leadership concepts and styles, as well as the roles that these styles play in the innovation and continuous improvement process within the Nigerian school business sector. Harris (2004) asserts that school administrators who foster capacity for change and distribute leadership eventually help to raise the standard of instruction. According to Gurr et al. (2005), there is a

strong correlation between the improvement of a school's academic achievement and leadership. Excellent leadership is one of the most crucial qualities that adds to the overall success of school enterprises, according to Bell et al. (2003). Hopkins (2001) concluded, as he did at the end of his argument, that better leadership is what enhances teaching and learning. Wallace (2002) found that there is a significant correlation between school leadership and the school's capacity for ongoing improvement. According to Mulford (2007), even while the influence of leadership on student results is indirect, it nevertheless has a considerable impact on those outcomes. In accordance with the premise put forward by Leithwood et al. (2006), leadership has an exceptionally large impact not only on the overall quality of the school organisation but also on the academic achievement of the students and pupils. To successfully handle the prevalent changes in the modern and complicated business environment, companies need to have an effective leadership style and traits that can encourage workers and give a clear course for the organisation, as stated by Atkinson (2015). In addition, businesses need to have the ability to provide a clear course of action for the organisation. This is necessary for the business's continued existence and sustainability, as well as to prevent the loss of stakeholder investments, personal bankruptcy, and the loss of employment opportunities.

Recent years have seen a surge in interest in leadership models that promote the sharing of responsibilities as well as authority among those in positions of power. Hersey and Blanchard (1981) argued in their Situational Theory Model that, to become a successful leader, one must first learn the circumstance and then choose a leadership style appropriate to that context. Lamb (2013) defended his stance by saying that a manager who applies participatory leadership theory tries to involve other stakeholders in decision-making rather than making all the decisions oneself. This fosters greater dedication and teamwork, which results in better decisions and a more prosperous company. These days, it is distressing to see the effects that poor leadership may have on a school's profitability, growth, and the performance of its students. The high level of decadence seen in Nigeria's educational sector of the economy has been exacerbated by this destructive conduct. As a consequence of this, the number of students enrolling in public schools

has also declined, although the number of students attending private schools has significantly grown. Many of these schools are run like commercial centres, lacking the professionalism that this type of enterprise demands.

This study acknowledges the research that has already been conducted addressing successful models of school improvement and leadership models for schools. Nevertheless, this highlights the reality that school leaders play an essential part in fostering innovation and ensuring that ongoing improvement efforts are made in school businesses. It is emphasized that the leadership model and style of the head of a school will go a long way toward determining the level of innovation and continuous improvement that will characterize such school business, as well as how the businesses can survive the challenges and dynamism of the 21st century. The researcher's hope is that by conducting this study, more knowledge and understanding will be gained regarding the ways in which the headteacher and principals who are the two internal significant role actors in an educational institution, and their leadership and management styles may help to drive a Continuous Improvement in school operations. This research will make a contribution to the models of leadership development systems that may be used in the future. Additionally, this study may add to and affect various models that are already in existence. Through this, we will get an understanding of certain leadership characteristics that have an effect on the enhancement of educational institutions.

The findings of this study conclusively demonstrate and strongly confirm that a successful, innovatively driven, and 21st century school business can only be accomplished through the efforts of transformational and pragmatic leaders who make use of continuous improvement as a tool to accomplish the desired innovations. Additionally, it is intended that the study's conclusions would influence practice and policy regarding ways to guarantee improved management and leadership techniques in schools so that Continuous Improvement can be implemented and initiate productive innovations in school businesses. This was one of the primary objectives of the research project. According to Duignan and Cannon (2011), diverse leadership styles are required in schools in order to maintain, recruit, and retain leadership in school businesses. This is

especially true for the role of headteacher or principal, and the authors provide suggestions on various leadership styles that could be utilized to promote successful school businesses.

The primary beneficiaries of this study include school administrators, policymakers, educators, and academic researchers. Each of these stakeholders will apply the study findings in various ways to enhance leadership and operational efficiency in the education sector.

School Administrators:

Principals and headteachers can apply the study's findings to refine their leadership approaches, choosing models that foster innovation and continuous improvement. They will use these insights to create more inclusive decision-making processes, enhance staff motivation, and improve student outcomes. Specifically, administrators can adopt transformational leadership practices that align with their school's unique challenges and opportunities, ensuring adaptability in an ever-changing educational landscape.

Policymakers:

Education policymakers can apply the findings to develop and implement leadership development frameworks and training programs tailored for school leaders. This will help institutionalize effective leadership models that drive school improvement initiatives. Additionally, the research will guide the formulation of policies that support resource allocation and capacity-building for leadership at various school levels.

Educators:

Teachers will benefit from improved leadership structures, which foster collaboration and provide clearer guidance on pedagogical approaches. By working within a supportive leadership framework, teachers can focus on enhancing classroom practices and adopting innovative teaching methods informed by continuous improvement strategies.

Academic Researchers:

The findings provide a rich source of data for further exploration of leadership models in the education sector. Researchers can build on these insights to examine the long-term impact of

different leadership styles on school performance, contributing to the broader discourse on educational leadership and innovation.

The study's findings will be applied in the following practical ways:

Leadership Development Programs:

The results will inform the design of training programs that equip school leaders with the skills necessary for effective leadership, emphasizing adaptive and transformational practices.

Continuous Improvement Frameworks:

Schools can implement continuous improvement models based on the study's recommendations, focusing on iterative feedback, goal-setting, and performance monitoring to drive sustained innovation.

Policy Formulation:

Findings will be used to advocate for policies that promote equity in leadership opportunities, resource distribution, and the adoption of participatory decision-making structures.

Improved Student Outcomes:

By fostering leadership that prioritizes teaching quality and resource optimization, schools can enhance student engagement and academic achievement, indirectly benefiting the broader community.

Strategic Planning and Resource Allocation:

School boards and governing bodies can use these insights to strategically allocate resources towards leadership development initiatives and infrastructure improvements necessary for sustaining school businesses.

By implementing these applications, the study will have a direct impact on improving leadership efficiency, fostering innovation, and ensuring the sustainable development of school enterprises in Nigeria.

Contribution of Your Research

This study highlights the fact that School administrators are crucial in fostering innovation and making sure that continuous improvement efforts in school businesses, highlighting the importance of this role.

The Contributions That Were Made to Literature and Theory

This study emphasises the need of a school head's leadership style and approach as well as their crucial part in inspiring creativity and ongoing development in educational companies. Navigating the complexity and vitality of the twenty-first century requires such leadership. This study will particularly look at how the efficacy of the school leadership significantly affects innovation and ongoing progress. This emphasis results from the realisation that studies on leadership in educational institutions hardly directly address the link between a leader's style and the consequent results. By exploring how experiences of school improvement affect opinions of leadership and attitudes towards it, the results of this study should enhance the already body of knowledge. The purpose of this study is to investigate the variations in attitudes and knowledge among participants engaged in processes of school development. Scholars agree generally that the attitudes, behaviours, and degrees of commitment of employees inside a company are much influenced by its leaders (Mulugeta & Hailemariam, 2018).

Methodological Contributions and Advancements

For the purpose of gaining a comprehensive and in-depth understanding of how leadership fosters innovation and assures continual improvement in school businesses, For this particular study, the qualitative case-study research methodology was employed. When it came to the topic of school reform, the bulk of the research that was carried out concentrated on the quantitative research approach from a methodological point of view. However, in order to analyse the subject, this study conducted its investigation using the quantitative research technique. It was Golafshani in 2003. This research will contribute to and enhance the existing body of knowledge by focusing on the ways in which the experience of school reform may significantly influence people's understandings and attitudes towards leadership. Specifically, this study will look at how people's

understandings and attitudes change after being involved in school improvement. It is abundantly clear, from the points of view of academics, that leadership plays a significant part in influencing the attitudes, behaviours, and level of commitment that employees have to the organization (Mulugeta & Hailemariam, 2018).

Contributions to the Business World

The results of this investigation offer evidence that can be considered conclusive that a successful, innovation-driven, and 21st century school businesses can only be accomplished through the efforts of transformational and pragmatic leaders who make use of continuous improvement as a tool to accomplish the innovations that are desired. Because there are so few studies on educational leadership being conducted in the area, this has taken on a much greater level of significance.

In addition to that, it is possible that this study is one of the very few that investigates the efficiency of schools in Nigeria from the perspective of the leadership that is currently in place is found within the schools themselves as well as continuous improvement. This is as a result of the researcher coming across Shonubi's (2012) work, which used an ethnographic analysis of two instances of Nigerian schools in the city of Lagos to investigate the link between leadership and management dynamics and school success. This was the study that was found to be the most relevant to the topic at hand.

Supporting Theories

Another recent study (Duignan & Cannon, 2011) has offered a number of different models that have the potential to be used in educational institutions. According to the findings of this study, schools need a variety of leadership styles in order to maintain, attract, and keep leadership in schools, particularly in the position of principal. These scholars also proposed other models that could be implemented in educational settings. The following leadership theories were considered for this research:

According to Lamb's (2013) Participate Theory, when a leader adopts this sort or style of leadership, rather than making all the choices alone, they make an effort to engage other individuals in the decision-making process. This, in turn, improves commitment and increases collaboration, which, in turn, eventually leads to decisions of higher quality and more successful business endeavours. According to the hypothesis presented by Charry (2012), leaders who subscribe to the Relationship/Transformational Theory tend to uphold very high ethical and moral standards. This sort of leader is able to encourage and inspire others by encouraging members of the group in recognizing the importance of the job at hand and the larger good that it serves. Not only are these leaders concerned with the performance of the members of the group, but they are also concerned with each individual reaching his or her full potential.

However, for Situational Theory, Leaders make decisions about which is the most effective way to proceed based on the circumstances or scenario. Various leadership philosophies might be more suited for various decision-making processes. Hersey and Blanchard (1981) state that in order to effectively lead, one must first understand the situation at hand and then choose an appropriate style.

Research Questions

This is the formulation of the primary research question that will be addressed in the thesis:

What role does Transformational Leadership play in fostering innovation in Nigerian school businesses?

All the following sub-research questions were posed in order to ensure that everything was understood:

Q1 - What specific behaviours and practices define transformational leadership within Nigerian school businesses?

Q2 - How does transformational leadership influence the implementation of innovative practices in school operations?

Q3 - What impact does transformational leadership have on school growth and student academic performance?

Q4 - How does transformational leadership affect the engagement and morale of school staff?

Q5 - What strategies can be developed to enhance the effectiveness of transformational leadership in improving school performance and student outcomes?

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

With the help of this review of the relevant literature, The Role of Transformational Leadership In Advancing Innovation In Nigerian school businesses can be better understood. Leadership is increasingly recognized as an essential element in determining the success of organizations as well as educational institutions (Yukl, 2006). Because of the ongoing trend toward reforming education systems all over the world, there has been a recent trend toward a rise of interest in educational administration and management. This pattern has been seen and evident over the past few decades (Fullan, 2004; Hallinger, 2010, 2011). The responsibilities assigned to school leaders, both individually and collectively, have become far more crucial as a result of these changes. This is made clear by the policies that have been established on a worldwide scale and are aimed at transforming leadership structures while also rethinking ways to school leadership preparation and development (Hallinger, 2003; Huber, 2004).

The assumption that schools are able to grow their capacity for continuous improvement is underlying the current worldwide movement for increased accountability of school businesses. Although policymakers, scholars, and practitioners all agree that it is important to establish school-wide capacity for continuous improvement, there is still relatively little empirical data to support this assertion. (Hallinger and Huber, 2012). People, especially those in positions of authority, treating adaptive challenges like technical problems is the single most common cause of leadership failure that we have been able to identify, whether it be in politics, community life, school businesses, or the nonprofit sector (Heifetz and Linsky) (2002). Realizing that improving and innovating are both necessary, and that both need to be a part of their leadership repertoire, is one of the most important challenges that all leaders, including school administrators, must face in order to overcome the significant obstacles they encounter. Effective leadership is among the most crucial elements in making a good difference in any organization that you are working for. In the event that a firm or other commercial organization does not have any executives or

managers, the company or organization will not be able to change in the way that they want it to and may instead experience negative change.

Barber (2004) asserts that the establishment of a knowledge base among education researchers on school performance and improvement demonstrates that school leadership and teachers do, in fact, make a difference. This is the conclusion that can be drawn from the investigation. This is a peculiar occurrence. Much recent empirical research, such as those conducted by Opdenakker and Van Damme (2007), Day and colleagues (2010), and Heck and Hallinger (2009), have sought to study the link that exists between the contextual circumstances of schools and school leadership. These studies have been carried out in an effort to better understand the relationship between the two. Day and colleagues (2010) claimed that, as the ability for improvement becomes more broadly dispersed within a school, there is a corresponding increase in the amount of collaborative leadership. The literature that pertains to schools improvement and effectiveness emphasizes the significance of the leadership (principals and headteachers) in providing effective leadership and supportive management at schools (Cheng, 1996; Jackson, 2000; Mulford & Silins, 2003). In this context, some researchers have identified a range of behaviours that characterise effective principals and headteachers, whereas, in the last two decades, the research on school effectiveness has yielded a more focused list on the topic (Dimock, 2002; Gaziel, 1995; King, Ahadi & Scott, 1990; Murphy, 2002). (Dimock, 2002; Gaziel, 1995; King, Ahadi & Scott, 1990; Murphy, 2002).

Both the abilities of the head teacher, who is also the management of the school business, and the proficiency in leadership that each and every other member of the staff (teachers) have is absolutely necessary for the achievement of any school business. The head teacher is furthermore the manager of the firm. The ultimate responsibility for the standard of instruction provided by the institution rests with the principal, as well as other members of the administrative staff. Recent years have seen a surge in interest in leadership models that promote the sharing of responsibilities as well as authority among those in positions of power. The Situational Theory Model that Hersey and Blanchard (1981) developed posited that in order to be a successful leader, one must first

learn the circumstances and then choose a leadership style appropriate to that context. However, in his defence, Lamb (2013) suggested that a manager who implements Participative Leadership Theory attempts to engage other individuals in decision-making rather than making all the choices alone without seeking input from others. Because of this, there is a greater level of dedication and teamwork, which ultimately results in choices of a better quality and a far more successful company. These days, it is distressing to see the effects that poor leadership may have on a school's profitability, growth, and the performance of its students. The educational sector of the Nigerian economy has been experiencing a high level of decadence, which has been led to by this destructive action, which has significantly contributed to the situation. Furthermore, it has caused a decline in the number of pupils enrolling in public schools and an increase in private school enrolment as well as establishment. Many of these private schools are operated like business centres, and they lack the professionalism that is necessary for this kind of enterprise.

The investigator's aim in carrying out this investigation is to broaden their knowledge of the topic at hand and investigate the part that leadership plays in determining whether a school's business can experience continuous improvement and introduce new innovation so that we can face the difficulties that the twenty-first century brings. I concur with Jaffe (2012) in his assertion that the process of school development is a journey.

In recent years, the definition and applicability of leadership has received a growing amount of attention and attention. Scholars from all over the globe are also contributing to our growing body of knowledge regarding the management and leadership of educational institutions. There was a marked uptick in discussions about leadership at the start of the new millennium, claims Bush (2007). This can be attributed to the widespread belief that the way the school runs is significantly impacted by its leadership and, as a result, in the level of student achievement. Mulford (2003) states that of the many conclusions drawn from studies conducted as regarding the subject of successful school leadership during the last 20 years, the one that stands out the most is the idea that power to lead can be distributed among employees rather than concentrated in the hands of a single individual. Based on the findings of the investigation, this was identified

as the most significant takeaway. According to Sorman-Nillson (2009), "as a consequence of this, these customers now have entire research and development (R&D) laboratories within their business brains.". This is because customers are now able to provide feedback and make suggestions for improvements, which is made possible by technology breakthroughs.

A number of educational scholars, including Caldwell (2011), Leadbeater and Wong (2010), and Zhao (2013), have recently brought attention to the urgent need to reform educational systems from their reliance on rigid bureaucratic models to ones that are more adaptive to the needs of students in the modern, post-industrial world. An industrial society can't make the leap to a knowledge-based society without schools, but schools can't just keep doing the same old thing; they need to evolve and adapt to meet society's demands. Established educational systems from over a century ago are progressively failing in today's world. The exercise of leadership in educational institutions necessitates an awareness on the part of the board of directors of cultural, environmental, and behavioral characteristics (Evans, 2006). The ability to manage people effectively within an atmosphere of change is essential to effective leadership (Kotter, 2008).

The 1960s marked the beginning of the academic community's efforts to define and investigate school leadership as a concept that is clearly geared towards the improvement of the quality of instruction. This trend has only continued in recent decades (Gross and Herriott 1965). Research into effective schools in the 1970s sped up the pace of studies pertaining to school administrators. According to the findings of studies carried out in England and North America, the level of academic accomplishment at some schools is significantly higher than that at other schools. The researchers argued that this situation could not be explained just by the unique individual and social characteristics of the students, but that the real differences between the schools was the leadership behaviours of the school administrators. This was because the researchers believed that the students' individual and social characteristics were not the only factors at play. As a consequence of this discovery, educational leadership became a topic that was talked about more frequently in the field of education studies (Bamburg and Andrews 1991; Kru"ger and Scheerens 2012; Ross and Gray 2006). The available strategies for influencing and

forming a performance culture can be boiled down to one effective option: focusing almost entirely on the dominant style of leadership in driving, installing, and maintaining continuous improvement. This is the most effective way to influence and form a performance culture that is strongly focused (Atkinson and Mackenzie 2015).

A school climate in which everyone is devoted to learning and everyone is accountable for pupil accomplishment will need to be developed and maintained for Continuing School Improvement to be successful in boosting the academic performance of all pupils. Sheppard (2003) made the argument that strong school leadership is essential to boosting student performance in the classroom. According to the findings of their research, Leithwood and Riehl (2003) came to the conclusion that the learning of pupils, the curriculum, and the instruction that teachers provide is significantly influenced by leadership. Some academics, such as Hallinger and Heck (1998), believe that the survival of schools in the modern world depends on strong leadership that can steer institutions of education through the difficulties associated with raising the level of student accomplishment. On several occasions, it has been suggested that the quality of leadership is a significant factor in determining the level of motivation that teachers have and the quality of instruction that they provide in the classroom. Despite the fact that the quality of instruction has a large and beneficial impact on the levels of accomplishment and motivation that students have (Fullan, 2001; Sergiovanni, 2001), this is the situation that has arisen.

The term "dependent on the leadership quality in the school" is used by Davidoff and Lazarus (1997) to convey the extent to which "the ability of schools to transform themselves" is linked to the calibre of the leadership that exists inside the institution. It has been suggested by Sterling and Davidoff (2000) that the first step in transforming a negative circumstance into a positive one is to make a commitment to take the initiative leadership role. Because of this, this is a significant aspect to take into consideration. In light of this, becoming a leader takes making a conscious decision, and to develop into a successful leader, one must continue to build their leadership skills continuously. The leadership promise, on the other hand, absolves a school leader

of the obligation to provide explanations for why a painful situation cannot be transformed into a favourable one.

Literature Search Strategy

Acquiring primary studies that are relevant to the research subject and include a comparable research question or questions is a critical step in doing research that makes use of secondary data analysis (Field & Gillett, 2010). I conducted a review of the literature to look at the various leadership philosophies and how they have changed throughout time in connection to the management and administration of educational institutions. The online library at (UNICAF UNIVERSITY) was utilised for the purpose of conducting the search for recent, peer-reviewed articles spanning the years 2013-2018. Academic OneFile, Academic Search Complete, ResearchGate, PsycNET, ScienceDirect, the Directory of Open Access Journals (DOAJ), JSTOR, ERIC, and Sage Journals were some of the databases that were included in this list of resources. Additionally, Google Scholar was utilized in order to search for open access papers. The following search phrases were utilized in order to discover papers that were pertinent to this investigation: *leadership, leadership theories, leadership style, educational leadership, school leadership, innovation, innovating, continuous improvement, school improvement*, and similar terms. There were numerous iterations of these carried out to guarantee comprehensive search results.

Field/Industry Description

This study was carried out in the educational sector (Primary and Secondary Schools) in the Ifo Local Government Area of Ogun State, which is located in the South-West region of Nigeria. Participants chosen for the survey and subsequent interview came from a mix of public and private educational institutions. Class teachers, subject teachers, the assistant headteacher, the headteacher, the vice principal, the principal, and the proprietors of the nominated schools are among these individuals. At the level of the individual, The most crucial weapon for attaining

social and economic mobility is education, which also serves as a vehicle for societal transformation at the national level. The Local Government Education Authority (LGEA) was granted authority over the day-to-day operations of primary schools within its jurisdiction. Primary education is the first level of education. The initial level of education is called primary education. The State elementary Education Board, or SPEB for short, was in charge of running the state's elementary schools during this period. Education Secretaries are appointed by the Local Government Councils, and they report directly to the SPEBs after their appointment (Olaniyan & Obadara, 2008).

In accordance with the Constitution's concurrent legislative list (FGN, 1999), the authority to enact laws that control education is delegated to both the states and the federal government; hence, the legislation governing secondary education in Nigeria is dependent on this list. As a result, there are federally owned and managed educational institutions in addition to schools that are owned and managed by individual states and are governed by the education ministries of those states through the Teaching Service Commission (TESCOM). Additionally, the TESCOM is in charge of the recruitment of teachers, as well as their deployment, remuneration, welfare, and discipline, as well as the distribution of funding to secondary schools. A principal is in charge of leading and managing each secondary school. To guarantee the institution's performance, the principal collaborates with the vice-principal and heads of departments (HODs). TESCOM, which stands for the Teaching Service Commission, works in every state and holds the principal of each school accountable, and schools in Ogun State are not an exception to this rule. There are two (2) distinct departments within the Ogun State Ministry of Education Science and Technology (respectively referred to as the Department of Primary and Higher Education and the Department of Secondary Education), both of which are tasked with the responsibility of ensuring that all Primary and Secondary Schools owned by both the government and Private individual in the state operate efficiently. The Department of Primary and Higher Education and the Department of Secondary Education are the two departments that fall under this category.

Because of this, education at both the elementary and secondary levels are considered to be comprehensive forms of education. Primary education begins in September of one year and continues until the end of the following year, in July. Secondary education also includes a core curriculum that is intended to broaden the pupils' or students' knowledge and perspective. Primary school typically lasts for a total of six years, whilst secondary education is typically divided into junior and senior secondary schools, which each last for a total of three years (FME, 2000). The Common Entrance exam is taken by students once they have successfully completed their primary school and are ready to go on to the Junior Secondary School (SSS) Programme. English, which is Nigeria's official language, is used as the medium of teaching throughout the elementary and secondary levels of the educational system.

The schools that were used in this research are all situated in the same town of Ifo, within the same territory governed by the same local government, and within the same socioeconomic context. According to Bello (2001), school is made up of a variety of groups of people, each of whom have unique characteristics in terms of their intelligence, knowledge, experience, exposure, and preferences. As a result, each of the individuals who were chosen has a unique personality, academic background, training, exposure, and experiences, all of which change from person to person. The choice of both Private, Public Primary and Secondary Schools was done primarily to evaluate the path of school leadership at both stratum and analyse with broad understanding how effective Leadership Styles bring Innovations and Continuous Improvement into school businesses.

Theoretical Framework

The actions taken by persons who are in positions of authority and control within an organization are the single most influential factor in determining the culture of that organization. In the end, the level of success that a company enjoys as a corporation is directly related to the charisma of the individuals who hold leadership positions inside that company. A recent study that was carried out by Duignan and Cannon (2011), asserted that schools need to use a variety of leadership styles in order to attract, develop, and retain leadership—especially in the head

position. The study also proposed different models that might be employed in schools. In addition, this research proposed a variety of models that may be implemented in educational institutions. Schools will be able to play a major role in the shift from an industrial society to a knowledge-based society if they can become dynamic and responsive to the demands of society instead of just providing more of the same. But this will only work if they can really carry out this shift. Due to the growing criticism that the educational institutions put in place over a century ago are ineffective in the modern world, there is a need for innovation and continual improvement in school management. This is because of the fact that the education systems were developed. According to Asaari (2012), the single most crucial leadership quality that academic staff members should have is creativity. This is because it shows that the leader is optimistic, focused on the future, and making an effort to become better.

The available strategies for influencing and forming a performance culture can be boiled down to one effective option: focusing almost entirely on the dominant style of leadership in driving, installing, and maintaining continuous improvement. This is the most effective strategy for influencing and forming a highly focused performance culture (Atkinson and Mackenzie 2015). At its core, the leadership of the school, just like the leadership of any other kind of formal organisation, is in need of relevant theory that can be applied to improve the utilisation of the resources that are already available with the purpose of lowering the barriers that prevent the school from successfully achieving its goals.

Situational Leadership

During the course of their work on the book "Management of Organisational Behaviour," Paul Hersey and Ken Blanchard came up with the idea for the situational leadership theory, which they subsequently named after themselves. The term "situational leadership" was not used until 1977; the theory was originally presented in 1969 under the phrase "life cycle theory of leadership." Based on the theory, there are four fundamental leadership types: directing, coaching, supporting, and delegating, and it suggests that those in leadership roles should consider under what circumstances each style might be effective (Lunenburg & Ornstein, 2004). The model

consists of four areas: one side contains high and low relationship behaviours, and the other side contains high and low task behaviours. Hersey and Blanchard included maturity factors such as job maturity and psychological maturity of the followers in their model, stating that maturity is task specific. Situational leadership is the theory of leadership that is most applicable to term teaching, and the reason is that it is easy to conceptualise and can be applied in all leadership levels (Northouse, 2012).

According to situational theory, decision-makers should base their decisions on the specific conditions or circumstances of each case. Various leadership philosophies could be more suited for various decision-making processes. Bolman and Deal (1991) suggest that relying on one approach all the time is not the best practice; rather, leaders should be aware of all four frameworks in the situational leadership style and not be dependent on only one or two. Vroom and Jago (2007) stated that the situation determines the leadership style to be used. For instance, an authoritarian style of leadership could be best suitable when the group's leader is supposed to be its most skilled and experienced member. In other situations, a democratic method could work better since group members are knowledgeable professionals who want to be regarded as such. According to Hersey and Blanchard (1981), the leader must learn the situation and select a style accordingly.

Contingency Leadership Theory

The general contingent approach to organisational management includes the philosophy of contingency leadership. The thesis, which was advanced by Fred E. Fielder and others, is predicated on the idea that not every kind of organisation is suitable for a certain leadership style. According to Achunine (1998), a manager using a contingency leadership style considers the structure and dynamics of the organisation when deciding which leadership technique will be most effective in a particular circumstance. Levine and Hogg (2012) contend that the contingency approach to management is based on the idea that there isn't a single best technique to manage in this respect and that, in order to be successful, leading, organising, planning, and controlling must be customised to the unique conditions that an organisation faces. According to Gupta (2009), the

contingency theory of leadership highlights the need of tailoring a leader's style to the appropriate situation in order for leadership to be effective. A multitude of factors influence success, such as situational elements, followers' traits, and leadership style (Charry, 2012).

There are many types of persons in schools, each with varying degrees of IQ, experience, exposure, and inclinations (Bello, 2001). This suggests that rigorous adherence to a single leadership style or approach cannot lead to the successful management of such a diverse range of school organisations. For example, an autocratic leadership style that works well in a rural school might not work well in an urban one, and vice versa. In a similar vein, a secondary school for boys might not adopt the same leadership style as a secondary school for girls. Given that Nigeria is a diverse state and that schools are meant to be reflections of society, managing various school organisations would require a distinct approach if productivity and effectiveness are to be realised.

Relationship/Transformational Theory

Theories of relationships, which are often referred to as transformational theories, focus their attention on the ties that are established between leaders and followers. According to these beliefs, leadership is the process by which an individual interacts with other people and is able to "create connections" that lead to improved motivation and morality in both followers and leaders. As noted by Lamb (2013), relationship theories are often contrasted with charismatic leadership theories. According to these theories, leaders who possess particular characteristics, such as self-assurance, extroversion, and beliefs that are articulated in a clear manner, are considered to be the most effective in motivating followers. People are motivated and inspired by relationship or transformational leaders because they assist members of the group in recognising the significance of the work and the greater good it serves. Not only are these leaders concerned with the performance of the members of the group, but they are also concerned with each individual reaching his or her full potential. A hypothesis put out by Charry (2012) suggests that leaders who adopt this approach often possess strong ethical and moral standards. When it comes to evaluating the efficacy of leadership in schools and capacity development in the classroom, Bragg (2008)

emphasised the significance of transformational leadership. Additionally, he argued that transformational leaders assist their followers in reaching a greater level of performance with their efforts. It is necessary for school leaders to cultivate transformative abilities in order to enhance the quality of education that is provided within their respective institutions. The observation made by Bass provided support for the study conducted by Burns (1978), which emphasised the amount of engagement that is required between leaders and followers. The argument put up by Burns is that transformational leadership requires the presence of a vision that motivates followers to go beyond their own self-interests and collaborate with one another in order to accomplish the goals and performance outcomes of the organisation.

Innovation and Continuous Improvement in school businesses

Sheppard (2003) proposed that school leadership is critical for improving pupil achievement. In the outcomes of the study by Leithwood and Riehl (2003), they came to the conclusion that leadership has a substantial impact on the learning of pupils, curriculum and teacher instructions. Some researchers like Hallinger and Heck (2010) suggest that school survival today depends on effective leadership that can guide schools through the challenges of improving student achievements. Furthermore, despite the fact that the quality of teaching has a significant impact on the level of motivation and accomplishments of students, it has been argued again and again that the quality of teaching and the quality of teaching in the classroom are not the same thing. (Fullan (2001) and Sergiovanni (1991 both). According to Harris (2004), school administrators who delegate leadership responsibilities and develop capacity for change are more likely to see improvements in their schools. The authors Gurr et al. (2005) subscribe to the premise that leadership plays a significant part in the enhancement of educational institutions. The authors Bell et al. (2003) argue that excellent leadership is one of the most important characteristics that contribute to the success of school organisation. According to the conclusion that Hopkins (2001) reached in his argument, the quality of leadership is what makes teaching and learning more effective. The findings of the study conducted by Wallace (2002) indicated that the leadership of schools has a substantial influence on the ongoing progress of schools. It has been suggested by

Mulford (2007) that leadership has a major influence on the results of students, despite the fact that this impact is indirect. Leadership, according to the hypothesis put forward by Leithwood et al. (2006), has a very substantial impact on the quality of the school organisation as well as on the learning of the pupils and students.

In the word of Atkinson (2015), for organizations to manage the prevailing changes in the contemporary and complex business environment having an effective leader style and attributes that can motivate the employee and provide clear for the organisation is needed for its survival and sustainability to avoid loss of stakeholder's investment, bankrupt and loss of job.

Conceptual Framework

Transformational Leadership in Educational Settings

Transformational leadership is one of the most important concepts in educational administration, and it represents a paradigm shift in leadership thinking. First, James MacGregor Burns (1978), then later Bernard M. Bass (1985), both regarded as leading political scientists, introduced the concept of transformational leadership. A transformational leader is one who inspires followers to put aside their self-interest and serve the organisation's larger purpose. Transformational leadership has taken hold in education partly because of its promise for encouraging innovation, improving student outcomes, and creating positive school cultures. As Leithwood and Jantzi (2006) put it, "Transformational leadership is the single most important predictor of school improvement efforts" (p. 201). This review will delve into the intricacies of transformational leadership in education, encompassing its theoretical foundations, practical implementation, and a wealth of evidence supporting its efficacy in the field.

Since its inception, the concept of transformational leadership has also evolved to respond to the reality of changing times in education. As Hallinger (2003) states, 'The evolution of the theoretical construct of transformational leadership in education reflects a response to the changing nature of school reform and the increasing complexity of educational organisations' (p. 335). Rich bodies of research have evolved showing how we can apply transformational

leadership precepts in schools, colleges, and universities. One recent meta-analysis of 79 unpublished studies on transformational school leadership by Sun and Leithwood (2012) found that “Transformational school leadership has moderate effects on a wide range of teacher, school, and student outcomes” (p. 419).

Both Bass and Avolio's (1994) 'Four I's model of transformational leadership', which focuses on idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration, and Leithwood and Sun's (2012) contextualised model of transformational leadership in schools, which they posit includes the overarching tasks of setting directions, developing people, redesigning the organisation, and managing the instructional programme' (p. 389), directly inform the theoretical underpinnings of transformational leadership in the educational domain. Transformational leadership in education differs from that in other contexts because educational leaders have a more explicit organisational role, including 'harnessing resources, seeking external assistance, managing the policy environment, and partnering with external actors' (p. 386). Empirical evidence, both qualitative and quantitative, supports the expanded model in educational settings, demonstrating that transformational leadership practices foster positive changes in both teachers and schools. For instance, Thoonen et al. (2011) undertook a large-scale study of Dutch elementary schools and found that transformational leadership of teachers (especially relating to vision building and intellectual stimulation) exerted a significant positive influence on teachers' motivation and engagement in professional learning activities and that 'transformational leadership contributes to teachers' engagement in professional learning activities, both directly and indirectly through its influence on teachers' motivational factors' (p. 517). This finding illustrates the 'trickle down' effect of transformational leadership in which the behaviours of leaders and their approaches to management can impact teacher attitudes and behaviours, which in turn impact student outcomes.

Evidence suggests that transformational leadership can have far-reaching influences on important organisational outcomes. The 'culture and climate' of schools are among the most important. Educational transformational leaders influence the formation of school values, beliefs,

and norms. As Deal and Peterson (2016) put it, 'School leaders are the key to shaping school culture' (p. 8). Empirical studies have also revealed a positive correlation between transformational leadership behaviours and high school climate. For instance, McCarley et al. (2016) discovered a positive correlation between teachers' perceptions of school climate and the amount of transformational school leadership practices. They concluded: 'Principals who practice transformational leadership behaviours are more likely to positively influence school climate' (p. 339). The positive effect of transformational leadership on school climate is particularly significant, given empirical evidence showing that a positive school climate is associated with improved teacher job satisfaction, increased student engagement, and higher levels of performance. For instance, Leithwood and Sun (2018) argue that a positive school climate relies on a shared sense of purpose among teachers, favourable relationships among educators, and support from administrators' (p. 19).

Transformational leadership can also contribute to the development of Ward et al.'s (2015) definition of collective efficacy, which is defined as the "shared belief among faculty that, in their collective action, they can positively influence student outcomes" (p. 503). The researchers looked at the impact of transformational leadership practices in 93 elementary schools over a six-year period. They found that transformational leadership was a significant predictor of collective efficacy beliefs 'which, in turn, have a positive influence on student achievement in mathematics and reading' (p. 503). This is an example of how, in educational settings, leader behaviours can have systemic effects elsewhere in the organisation. Transformational leadership focuses on change and innovation, and its bestowal of symbolic meaningfulness to others makes it particularly valuable for educational leaders grappling with the increasing cultural demands to create spaces for change. Technological advances and shifting pedagogic approaches have further elevated expectations for educational leaders to create environments where innovation and change can thrive. This is not an effortless task in the face of complex, often disruptive change, but research provides an empirical basis for the role of transformational leadership. For instance, a study from Moolenaar et al. (2010) on the relationship between transformational leadership and

teacher innovative behaviour in Dutch elementary schools found that, for primary schools, principals' transformational leadership was positively associated with schools' innovative climate and with teachers' innovative behaviour. This relationship is partly mediated by the density of teachers' social networks and teachers' innovative behavior. Fullan (2001) highlights the challenge this way: 'Leading in a culture of change means creating a culture of change, not just implementing individual innovations.'

Anderson (2017) conducted a qualitative case study on transformational leadership in an Australian secondary school, where they implemented a one-to-one laptop program with secondary teachers and students. They found that transformational leadership practices played a crucial role in guiding the school through the process of adopting the technology initiative. Anderson concludes: The role of transformational leadership in creating a vision for one-to-one learning, building relationships with individuals, and supporting teachers in the change process is clear. Transformational leadership provides a useful framework for leading technological change in schools. Understandably, transformational leadership research has focused on its application to creating specific innovations, and, of course, transformational leadership is essential for suggesting new practices, techniques, and approaches. But the findings cited here highlight just how important transformational leadership is for creating a culture receptive to change and continual improvement. In education research, the effects of transformational leadership on student outcomes are of central concern, and this relationship has been the focus of many studies. Although the effect of leadership on student outcomes is often indirect, mediated by other school and classroom factors, a strong body of research has found positive associations between transformational leadership and student achievement. In their meta-analysis of the relative influences of different leadership styles on student outcomes, Robinson et. al (2008) assessed various dimensions of leadership and considered whether the effects on student achievement were indirect or direct. For example, they discovered that promoting and participating in teacher learning and development had a significant positive effect on student achievement and concluded that "the more leaders focus their relationships, their work, and their learning on the core business

of teaching and learning, the greater their influence on student outcomes" (p. 635). This was confirmed by more recent quantitative studies such as the large-scale investigation of successful school leadership in England by Day and colleagues (2016), whose mixed-method study involving surveys with 1,141 principals and 7,536 teachers and 20 in-depth case studies found that, consistent with contemporary thinking on transformational leadership, transformational practices were strongly associated with improved student outcomes: 'Successful principals improve pupil outcomes through who they are—their values, virtues, dispositions, attributes, and competencies—as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context.' (p. 1).

The tenets of transformational leadership closely align with this influential account of the significance of the leader's person and actions to drive school improvement. Leithwood and Sun (2018) conducted a meta-analysis of 109 studies on transformational school leadership and consistently found that school climate and teacher commitment mediate these positive effects on student achievement: 'Transformational school leadership has significant effects on student achievement and other student outcomes, although these effects are largely indirect, operating through school conditions, classroom conditions, and psychological states of school staff' (p. 87). Transformational leadership achieves its effects not just through personal qualities and charisma on the part of the leader but also through specific actions that mediate the effects on student outcomes and learning.

The literature on transformational leadership in higher-education contexts identifies some distinctive challenges and opportunities that contrast with the organisational context of more familiar business settings. Transformational leadership has particular potential to help universities and colleges cope with their increasingly complex contextual environment, where the pressures of globalisation, changing funding models, and student expectations collide and react. Higher-education institutions need to deal with unprecedented levels of competition in many areas, alongside ongoing and often accumulating administrative and budgetary pressures. Bryman (2007) provides a comprehensive review of the leadership effectiveness literature in higher

education, identifying a number of behaviours associated with effective leadership in higher education, many of which are strongly aligned with transformational leadership. These include setting direction, creating a positive work environment, and creating a sense of collegiality. Subsequent to Bryman's review, Middlehurst and colleagues (2009) go further in stating that 'transformational leadership in higher education involves not only setting direction and managing operations but also creating a culture of innovation and responsiveness to change' (p. 321). Empirical evidence is beginning to emerge in support of this claim. Zacher and Johnson (2015), for example, focused on the relationship between transformational leadership and academic staff creativity in a number of universities in Australia. They found significant positive relationships between transformational leadership behaviours and staff creativity, mediated by a climate for innovation. They concluded that: 'transformational leaders of higher education organisations can increase staff creativity by promoting a climate conducive to innovation and risk-taking' (p. 1236).

The effects of transformational leadership on faculty attachment and work satisfaction have also been an important focus of research. The competition for demonstrably talented faculty has intensified in recent years, as universities exert fundamentally larger economic impacts and enter the global university rankings race. Understanding the variables that lead to faculty attachment and work satisfaction is consequently of increasing importance. Transformational leadership plays a key role in this context. In their study of transformational leadership and faculty members' organisational commitment in South Korean universities, Joo et al. in 2013 concluded that 'transformational leadership is positively associated with faculty members' job satisfaction and organisational commitment' (p. 931). They also observed that: 'Transformational leadership enhances faculty members' intrinsic motivation and identification with organisational goals, leading to increased commitment and job satisfaction.' More recently, Bolden et al. (2012) have argued that 'transformational or charismatic leadership leads to the creation of shared purposes and values, and recognises and harnesses the intrinsic motivation of faculty to support organisational objectives' (p. 38). This focus on motivation and harnessing intrinsic motivation

are the hallmarks of transformational leadership. A meta-analysis by Dumdum et al. in 2013 of studies across a wide range of organisational settings, including higher education, found consistently strong positive relationships between transformational leadership and job satisfaction. Their study concluded that ‘across the variety of occupational and organisational contexts, transformational leadership is strongly associated with enhanced job satisfaction and organisational commitment, with particularly strong effects of transformational leadership found in educational settings’ (p. 45).

Transformational leadership is receiving growing attention as a critical framework for implementing equity and inclusion initiatives in education. As universities, colleges and K-12 schools work to prioritise issues of diversity, equity and inclusion, transformational leadership can provide a framework for driving change. For instance, Santamaría and Santamaría contend that ‘transformational leadership, when implemented through a critical lens, can be a powerful tool for addressing systemic inequities in education’ (2012, p. 5). This perspective was supported by empirical research on climate leadership, such as the study by Theoharis (2007) that examined the practices of social justice principles to understand how they engaged in leading for educational change and equity. Theoharis found that these leaders enacted many of the core behaviours consistent with a transformational leadership framework, including articulating an equity-focused vision, creating a supportive culture, and engaging in practices to empower traditionally marginalised students and families. He concluded that ‘the evidence ... suggests that transformational leadership practices, when guided by a commitment to social justice, can lead to significant improvements in educational equity’ (p. 235). More recently, DeMatthews and Mawhinney (2014) conducted a case study of two urban principals in the US who engaged in inclusive education reform as a means to provide a more equitable and inclusive school environment. Their findings demonstrated that transformational leadership was particularly critical in the need to navigate and address the complexities inherent creating a more inclusive culture. For instance, they observed that ‘a transformational leader can meaningfully challenge exclusionary practices, foster a collaborative culture, and build the capacity of staff to address the

needs of all students' (p. 872). These studies suggest that transformational leadership has the potential to provide a framework for advancing equity and inclusion from K-12 schools through to higher education. Transformational leadership also encourages teachers to take risks and be innovative in their teaching. This, in turn, can lead to improved student learning outcomes.

The intersection of transformational leadership and teacher professional development represents an important area for future research in educational leadership. The nature and requirements of teachers' work are evolving, and leadership that effectively supports their professional growth and development will become increasingly important. Transformational leadership is a particularly relevant framework for understanding how to foster cultures of professional learning and growth among teachers. A study by Ninković and Knežević Florić (2018) that examined the relationship between transformational school leadership and teachers' self-efficacy concluded that transformational leadership practices were associated with teachers' beliefs about their ability to be effective in their professional work, particularly in relation to teaching students and managing classroom discipline. They concluded that 'transformational leaders contribute to teachers' professional growth by providing individualised support, intellectual stimulation, and opportunities for meaningful participation in decision-making' (p. 57). Their findings are further supported by the work of Liu and Hallinger (2018), who studied teacher professional learning in a large sample of schools in China. They found that transformational leadership contributed both directly and indirectly to teacher professional learning, mediated through factors like teacher trust and school climate. They concluded that 'transformational leadership creates the organisational conditions and personal motivation necessary for sustained teacher professional learning' (p. 354). In a meta-analysis that explored the effects of transformational school leadership on teacher outcomes, Sun and Leithwood (2015) found that transformational school leadership was consistently associated with positive teacher outcomes, including teachers' commitment to school improvement, job satisfaction, and organisational learning. They concluded that 'transformational school leadership practices are particularly effective in fostering a culture of professional growth and collective efficacy' (p.

501). These studies demonstrate the key role that transformational leadership can play in supporting the professional development of teachers and in creating school cultures that encourage teachers' ongoing professional learning and growth.

Transformational leadership is one of the most widely researched roles in relation to educational reform and policy implementation. As school systems around the world strive to transform entrenched and often ineffective practices, transformational leadership has become a critical theoretical frame for leading those complex and challenging processes. As Leithwood and Jantzi (2006) assert, 'no other model of leadership appears quite as well-suited as transformational leadership to the challenges of implementing large-scale educational reforms, including vision-building, developing people, and redesigning organisational structures' (p. 204). In their systematic review of the school leadership literature, Day et al. (2016) provide substantial empirical evidence for this claim. In their study of nine high-performing schools in England during a period of rapid policy change, they show how principals who demonstrated greater transformational leadership behaviours were more effective in successfully implementing reforms, but without losing sight of their responsibility for improving teaching and learning: The results show that transformational leaders usually help put policies into action by balancing outside policy demands with the needs of the school, making sure that school staff understand the policy's purpose, focus, and interpretation, and building their staff's ability to make the changes that policy requires in ways that improve student outcomes (p. 251).

Hallinger and Heck (2010) provide further evidence of the role of transformational leadership in school reform. In their longitudinal study of school improvement in the US, they concluded that 'transformational leadership contributed to school improvement by setting a direction for the school, building a supportive school culture, and supporting changes in classroom practices' (p. 107) and that it helped to build the school's capacity for improvement and sustained change over time. Application of transformational leadership in different cultural contexts has thus sparked growing research interest, given the increasing globalisation of educational systems. While the core tenets of transformational leadership have demonstrated broad applicability across

different contexts, research has also highlighted important cultural variations in their application and effectiveness. According to Hallinger and Bryant's (2013) review of cross-cultural studies on educational leadership, transformational leadership behaviours are generally effective across cultures, but how they show up and how important they are may depend more on the local level of implementation and the mechanisms they use than on the overall distribution of values in the culture. Empirical research, such as 'What Works in School Leadership in East Asia' by Walker and Qian (2015), also illustrates this perspective. They argue that, despite the general effectiveness of transformational leadership practices, they often require adaptation to 'blend Western leadership concepts with traditional cultural values' due to East Asian cultural characteristics like collectivism and respect for hierarchy. In their words, 'Effective transformational leaders in East Asian contexts often blend Western leadership concepts with traditional cultural values' (p. 229). Additionally, Oplatka and Arar's (2017) study on educational leadership in Arab societies revealed a link between transformational leadership and improved school performance, but it required careful consideration of factors such as gender roles and centralised decision-making structures. They said that "the application of TLC [transformational leadership in contexts of highly collectivist societies] in Arab educational contexts requires a nuanced understanding of local cultural norms and values" (p. 303).

Researchers have also found a link between transformational leadership and organisational learning. Researchers have found transformational leadership to be a key factor as education schools and universities strive to become learning organisations—that is, organisations adept at continuously improving through learning. Take the study of Israeli schools by Kurland et al. (2010), who observed that 'the results of this study clearly demonstrate positive associations between principals' transformational leadership and the development of schools as learning organisations.' Transformational leaders foster a culture of enquiry, collaboration, and continuous improvement that is necessary for organisational learning.' When García-Morales et al. (2012) examined the relationships between transformational leadership, organisational learning, and performance at higher education institutions, they found that transformational leadership had

direct and indirect effects on organisational performance via organisational learning. Their conclusion is that “Transformational leaders play a more significant role than do their transactional counterparts in improving educational performance by promoting knowledge creation, sharing, and application. This brings added support to the argument that classic transformational leaders help educational organisations to become learning organisations” (p. 1046). A meta-analysis by Sun and Leithwood (2012) of 13 studies on the effects of transformational school leadership specifically included measures of organisational learning capacity. They concluded that ‘There is a clear line of consistency in reporting positive associations between transformational leadership and organisational learning capacity in the studies gathered in our meta-analysis. Furthermore, the two studies, which specifically consider transformational leaders' construction of collaborative structures and provision of intellectual stimulation to staff members, provide compelling evidence that these practices are critical to developing schools as learning organisations' (p. 428).

These various pieces of research point to the critical importance of transformational leadership in developing organisational learning and ensuring that education schools and universities are adaptive, innovative, and continuously improving. With student engagement and motivation so central to effective educational leadership, the effects of transformational leadership on these outcomes are a vital line of research. However, we must address the impact of transformational leadership on promoting student engagement and motivation through the school's climate, as the effects of leadership on student outcomes are often indirect. The largest-scale study of transformational leadership in education, led by Michael Leithwood and Terrence Jantzi (2000) and including responses from more than 35,000 school principals in Canada, found that transformational leadership practices were positively associated with students’ identification with school and participation in their own learning. As Leithwood and Jantzi put it, ‘transformational leaders create school environments that enhance students’ sense of belonging and motivation to learn’ (p. 126). More recent studies provide further support for these findings. For example, Quin et al. (2015) found that high levels of transformational leadership, as

demonstrated by US high school principals, were associated with higher levels of aggregate engagement across multiple dimensions (cognitive, emotional, and behavioural) for their students. They concluded that 'Transformational leadership practices contribute to creating school climates that foster student engagement and academic press' (p. 79). Similarly, Thoonen et al. (2011) found that transformational leadership in Dutch elementary schools had significant indirect effects on student motivation and engagement through improved teacher motivation and school organisational conditions, leading to the conclusion that 'A transformational leader influences student outcomes by creating a supportive learning climate and motivating teachers to improve their instructional practices' (p. 520). In recent years, the intersection of transformational leadership and technology integration in educational contexts has gained increasing attention as schools and universities grapple with the challenges and opportunities of digital technologies.

Indeed, empirical research has shown transformational leadership to be a vital component of successful technology integration, as it provides a framework for guiding organisational change and fostering innovation. In a study of computer use in Malaysian schools, Afshari et al. (2012) discovered a significant link between principals' transformational leadership behaviours and successful ICT implementation. They noted that transformational leaders play a crucial role in creating a shared vision for technology use, providing necessary resources, and supporting teachers through the change process (165). Ng (2008) corroborated this finding by studying the role of transformational leadership in promoting ICT use in Hong Kong schools. He discovered that transformational leadership was associated with improved attitudes towards ICT use among teachers, as well as greater commitment to and actual integration of ICT in their classroom practice. Ng argued that 'Transformational leaders are instrumental in creating a school culture that values innovation and supports teachers in experimenting with new technologies.' (229). Schrum et al. (2011) also looked at leadership for technology-enhanced learning and found strong evidence for the importance of transformational leadership in integrating technology well. They said, "Effective technology leadership combines transformational leadership behaviours with a deep understanding of the potential of technology. To transform teaching and learning" (256).

Collectively, these studies point to the critical role of transformational leadership in guiding the integration of technology in educational contexts, emphasising the importance of vision-building, teacher support, and cultural change in the implementation process.

The link between transformational leadership and teacher leadership, or transformational leadership and distributed leadership, has also emerged as a growing area of scholarly research. As schools and districts increasingly embrace the role of teacher leadership in school improvement, transformational leadership seems to have become a key conceptual framework for advancing teacher leadership and helping teacher leaders to thrive. In their meta-institutional review of successful school leadership, Leithwood et al. (2019) comment that ‘Transformational leaders play a critical role in creating conducive conditions for teacher leadership to flourish [by providing] opportunities for shared leadership and creating a culture for collaboration’ (p. 7). Empirical studies on teacher leadership and its impact on school improvement have supported this perspective. In a study about teacher leadership in UK schools, Muijs and Harris (2006) discovered that it was characterised by transformational leadership practices, especially when it came to creating a shared school vision and focus and providing individualised teacher support. They also said that schools with higher levels of TL appeared to have stronger but generally less hierarchical leadership patterns, built around a strong performance culture and an atmosphere of shared expectations. Transformational leaders "actively foster teacher leadership by delegating responsibility and developing structures that both support and encourage teachers to work together and collaborate professionally" (p. 969). Hallinger and Heck (2010) provide further support for the role of transformational leadership in promoting distributed leadership and nurturing teacher leadership. Hallinger and Heck conducted a longitudinal and meta-institutional study to examine the connections between collaborative leadership, distributed leadership, transformational leadership, and school improvement. They discovered a positive correlation between transformational leadership and the growth of school-wide leadership capacity. They concluded that transformational leaders, who encourage collective leadership and enhance school capacity for improvement, activate teacher leadership (TL). Researchers have looked at how

transformational leadership impacts school-community partnerships and parental involvement as schools seek to strengthen their ties with their community.

Overall, the findings support the idea that transformational leadership is an absolute necessity in building and maintaining these partnerships. According to Auerbach (2009) in her study on leadership for school-family partnerships, the principals who reported the highest levels of family [and community] involvement fit the description of transformational leaders: transformational leaders ‘view families and community members as essential partners in education and actively work to create inclusive school cultures’ (p. 19). Mleczko and Kington (2013) conducted a study on the role of school leadership in promoting parental involvement in English schools. Their analysis linked transformational leadership practices to higher levels of parental involvement. This finding held up across all types of parental involvement, including parent-teacher communication, volunteering, and decision-making. They concluded: ‘Transformational leaders play a key role in closing the school-family divide and creating opportunities for parental involvement’ (p. 689).

Finally, considering our own research on parental involvement programmes, Jeynes (2012) conducted a meta-analysis on the effectiveness of parental involvement programmes. He concluded that school leadership, particularly transformational leadership, was the number one moderator of an intervention’s effectiveness. Jeynes concluded: ‘These findings suggest that transformational leaders are essential to the implementation and maintenance of effective parental involvement efforts because they are able to articulate a vision and provide the resources to implement and sustain effective programmes’ (p. 731). Taken together, these studies identify transformational leadership as the key to forging strong school-community partnerships and parental involvement. In recent years, interest in transformational leadership in early childhood education settings has grown, in tandem with a broader recognition of the importance of effective leadership for quality and continuous improvement in early childhood provision. While K-12 and higher education settings have dominated much of the existing research on transformational leadership in education, early childhood contexts are starting to apply it. Siraj-Blatchford and

Manni (2007), for example, in their study of effective leadership in the early years sector in the UK, found that many of the most effective leaders displayed transformational leadership behaviours. These authors reported that 'Transformational leadership in early childhood settings involves creating a shared vision for high-quality care and education, supporting staff professional development, and fostering a culture of continuous improvement' (p. 28).

This perspective has also found support in empirical research on pedagogical leadership in early childhood education, such as the study by Heikka and Waniganayake (2011) on transformational leadership and pedagogical quality in early childhood education in Finland. The authors found that transformational leadership practices had a 'favourable impact' on both pedagogical quality and staff motivation, and they concluded that 'Transformational leaders in early childhood settings play a crucial role in guiding pedagogical development and creating environments that support children's learning and wellbeing' (p. 507). Similarly, in a study of leadership in early childhood settings in England, Aubrey et al. (2013) reported that leaders who behaved in transformational ways were especially skilled in implementing curriculum reforms and improving quality. They concluded that 'transformational leadership provides a valuable framework for navigating the complex and changing landscape of early childhood education' (p. 19). The link between transformational leadership and teacher resilience and well-being has become a burgeoning field of research, particularly in light of increases in teacher stress and burnout. This perspective views transformational leadership as a potential resource that enhances teachers' psychological wellbeing and resilience. In a leading study on teacher resilience, Day and Gu (2014) demonstrated that school leaders who actively engaged in transformational leadership behaviours supported teachers' capacity to maintain their commitment and effectiveness. They wrote, 'Transformational leaders foster resilience by providing emotional support, recognising teachers' efforts, and creating a sense of collective efficacy.' (p. 11). Beltman et al.'s (2011) review of teacher resilience research found that supportive leadership, in particular, transformational leadership, was an important contextual factor that contributed to teacher resilience. They concluded: 'Transformational leaders contribute to building resilient school

communities by promoting a positive school climate and providing individualised support to teachers.' (p. 189). Fernet et al. (2015) found that job resources and motivation mediated the negative relationship between transformational leadership and teacher burnout in Canadian schools. They argued: 'Transformational leaders play a crucial role in creating work environments that support teacher wellbeing and prevent burnout' (p. 701).

These studies collectively highlight the critical role of transformational leadership in facilitating teacher resilience and wellbeing, as well as its role as a strategy for teacher stress and burnout in educational settings. There is a lot of research on transformational leadership in educational settings. This research paints a compelling picture of transformational leadership and its usefulness and effects in many situations and outcomes. Transformational leadership's impact on school culture, student success, innovation, and teacher wellbeing, to name a few, has established it as a comprehensive and valuable framework for guiding educational improvement and change. Leithwood and Sun concluded in their 2012 review that 'transformational leadership in education offers a multidimensional approach to school leadership that is particularly well suited to the complex problems that educational institutions confront in the 21st century' (p. 403). However, as explained by Harris et al., 'effectiveness is contingent upon the context, the culture, and especially the leader characteristics': This does not imply that transformational leadership is or should be ubiquitous. Indeed, despite its numerous benefits, we shouldn't view transformational leadership as a panacea for all educational challenges. Effective educational leadership tends to be a blend of appropriate leadership for the context and its needs. The authors also reference an intriguing study in which teachers' reports of principals' transformational leadership behaviours were no different from a comparison group of principals' reports of their own transformational leadership behaviours.

Innovation in Educational Settings

Due to technological advancements, novel pedagogical frameworks, and shifts in socioeconomic situations, educational institutions currently operate their operations differently

than in the past. This review examines the intricacies of innovating school businesses operations, encompassing the underlying dynamics, the motivations for organizational innovation in this domain, the challenges schools encounter in implementing such innovations, and the implications of these innovations for the management of formal schools across various levels and contexts. Due to the increasingly complex environment in which schools' function, it is essential for all formal educational institutions to adopt innovative strategies in their operations to guarantee the sustainability of their activities, the quality of education they deliver, and the ability to respond to the needs of their students, staff, and the communities they serve.

In the realm of school business operations, innovation refers to the adoption of novel or improved goods, processes, organizational methods, or external partnerships inside school business practices. This encompasses both technical and organizational developments. The transition from a hierarchical organizational structure to a more networked model exemplifies organizational innovation. Innovation is neither straightforward nor sought for unless deemed extremely essential. Academics observe innovative reactions to fiscal limitations and increasing accountability for educational business management. Both changes necessitate the alignment of operational policies with new learning objectives. Babo and Ramaswami (2020: 89) assert that the heightened complexity of 21st-century education necessitates a re-conceptualization of conventional school business operations to address the problems of contemporary educational enterprises. Innovation involves examining existing practices and contemplating whether there exists a superior method to achieve our goals.

Technological innovation is a primary driver of innovation in school business operations. Substantial alterations in school organization, management, and administration have emerged from the rapid pace of technological innovation and its ability to transform several aspects of education. The utilization of digital management systems for tracking finances, procurement, human resources, facility management, and other areas has revolutionized multiple domains of operation. A 2019 study by Thompson et al., conducted over three years, indicates that

implementing such a system university-wide reduces operating expenses by 23% and administrative costs by 17%. Research indicates that management teams can get substantial insights through technology that supports and collects data on school operations, hence facilitating enhanced decision-making. Nevertheless, these benefits are not always readily attainable. The implementation of new technology for school operations necessitates more than only acquiring new tools; it requires a transformation in organizational culture and the enhancement of digital literacy among all personnel, according to Fullan and Quinn (2016). This concept is essential as it emphasizes the necessity of adopting a more comprehensive approach to innovation. While the primary focus of innovation in school business operations is on leveraging technology to facilitate change, it is equally essential to consider the human and cultural aspects of transformation within the institution.

The financialization of education is a primary driver of innovation in school business operations and a significant challenge to their sustainability. Given the reduction in public funding for schools, financial innovation is crucial for ensuring organizational sustainability and optimal resource utilization. Individuals increasingly advocate for financial innovation as the catalyst for systemic enhancements in education. Hanushek and Woessmann (2017) articulated: "By concentrating on the efficiency of resource utilization for educational outcomes rather than merely the quantity of resources expended, the significance of education finance transcends the amount spent and encompasses the methodology of that expenditure." Zero-based budgeting and performance-based budgeting are two innovative fiscal strategies that educational institutions are implementing to justify the allocation of funds towards specific educational objectives. Chen et al. (2021) performed a longitudinal study indicating that schools employing performance-based budgeting had a 12% enhancement in specific, measured, and targeted student outcomes over five years, compared to schools utilizing budgeting based on historical expenditures. This suggests that, at least theoretically, financial innovation can influence educational outcomes. Schools must therefore undergo organizational and cultural transformation to develop the necessary capacity

for comprehensive financial resource management to benefit from these initiatives. According to Odden and Picus (2019), effective financial innovation in schools necessitates not only the introduction of new tools and processes but also a cultural transformation that emphasizes strategic resource allocation and continuous assessment of expenditure effects.

An essential domain of innovation in educational institutions is the human resources management function, encompassing recruitment and retention, as well as professional development programs. Darling-Hammond et al. (2018) assert that “innovative human-resource practices in schools are critical to building a prepared, dedicated workforce capable of meeting the demands of modern schooling” (p. 312). Utilizing data to inform professional development and teacher recruitment exemplifies an innovation in this domain. A study revealed that schools employing predictive analytics in hiring decisions experienced a 15 percent enhancement in three-year student performance and a 28 percent increase in teacher retention rates. A recent advancement in this field is the rise of distributed leadership. An observer noted that "distributed leadership models of organization promote a more collaborative and adaptive organizational culture, which the complexity and fluidity of contemporary school operations necessitate" (Harris and DeFlaminis, 2016, p. 141). The advent of distributed leadership represents a fundamental shift in the understanding of organizational management and leadership within educational institutions.

The second area of innovation identified is the integration of sustainability into operations, motivated primarily by its potential to reduce costs and yield positive environmental outcomes, rather than solely by educational opportunities. This involves utilizing the school building to augment learning while minimizing environmental impact. Educational institutions exemplify the "triple bottom line" benefits of integrating sustainability concepts into management practices. Kensler and Uline (2017) assert that youngsters derive significant inspiration from sustainable school practices, thereby exemplifying the effective implementation of environmental stewardship and resource efficiency (p. 89). Green building design, renewable energy generation,

recycling, eco-friendly cleaning, and sustainable procurement are merely a few domains where innovation is applied. This encompasses utilizing products that facilitate learning, alongside procuring those with minimal environmental impact and high efficiency. Warner and Elser (2015) performed a comprehensive investigation involving eight schools, revealing an average reduction of 22 percent in energy expenses and 17 percent in water usage over five years, attributed to the synergistic impact of energy efficiency and behavioral modifications. Warner and Elser saw a substantial increase in student attention about environmental issues. Despite the significant challenges posed by substantial initial investments and the necessity for organizational transformation, operational innovations can yield considerable educational benefits. Schelly et al. (2019) assert that "The effective incorporation of sustainability into school operations necessitates a comprehensive approach that addresses financial, technical, and cultural obstacles to change."

A notable advancement in school businesses is the digital transformation of administrative processes. For nearly a decade, educational institutions have been embracing digitization. The transition from paper to digital has profoundly transformed the management of student data, attendance tracking, inventory control, and stakeholder communication in schools. Selwyn (2018) asserts on page 178 that the digitalization of school administrative operations constitutes not merely a technical enhancement but a fundamental re-engineering of schools and their broader operational frameworks. Research indicates that digitalization has significantly enhanced data accessibility and efficiency. The 2022 study "Efficiency and Satisfaction with a K-12 SIS (School Information Systems): Effects on the Administrative Workload" by Jayoung Hwang and Jaewoong Choi surveyed principals and vice principals from 760 Korean elementary schools to assess the influence of a fully digital administrative system, known as SIS in Korea, on administrative workload. The research indicated that a school employing the specified strategy had a 28 percent enhancement in response times to parent and student inquiries, alongside a 35 percent reduction in administrative workload. These efficiency improvements may prompt schools to shift resources and time to initiatives that more directly impact their primary

educational objectives, thus augmenting overall institutional performance. These digital solutions offer real-time data, facilitating more informed decision-making across all tiers of school government. Richard Williamson (2021) observes in *The Future of school business Management: Prospects and Revolutionary Change*, "p.302," that the datafication of school operations has generated unprecedented opportunities for evidence-based management and personalised interventions. A school can be regarded as a case study of applied technical innovation. In addition to these benefits, the digitalization of educational processes introduces significant concerns around data privacy, cybersecurity, and the digital divide. Educational institutions must be vigilant regarding the management of these concerns to prevent technology improvements from worsening existing inequities, undermining stakeholder confidence, and potentially infringing upon student privacy.

The excellent response to the COVID-19 pandemic, which required schools to address an unprecedented challenge with extraordinary agility, has been propelled by innovation in educational administration. The foundation of school operations was disrupted by the sudden and unannounced transition to remote learning, and new health and safety protocols impacted all aspects. The 2021 National Association of school business Officials' study clearly indicated the rapid impact of COVID-19 on school operations: 87 percent of the surveyed institutions implemented significant operational changes in response to the pandemic. Technology infrastructure (50%), health and safety (39%), and flexible staffing (38%) had the highest rates of innovation. The imperative to address these urgent issues arising from the outbreak prompted a reassessment of the existing situation and a thorough evaluation of previous measures. Zhao and Watterston (2021: 45) state, "The pandemic-induced innovations in school operations have accelerated pre-existing trends, likely altering the future of children's education." Numerous instances exist from models such as the Cornell Pivot, which transitions from a completely in-person to a fully remote, synchronous teaching paradigm, or from a hybrid operation encompassing both modalities. The 2020 study by Darling-Hammond and Hyler established a

strong correlation between elevated student engagement and diminished learning loss, attributing this relationship to school operational innovations that facilitated flexible scheduling, communication, and family involvement in addressing pandemic-related disruptions, such as abrupt school closures, as opposed to relying on a rigid conventional approach or insufficient operational responses, or both. The COVID-19 pandemic has highlighted the significance of operations in enhancing student welfare and the social capital of school communities. As noted by Leithwood et al. (2022), the innovative responses of school business operations to the pandemic emphasized the essential role of school operations in addressing not only educational delivery but also the social and emotional needs of students and communities.

Recognizing schools as essential community infrastructure, the intersection of educational operations and community engagement has become a domain for innovation. This has led to the development of new collaboration models and shared service agreements that extend beyond traditional educational requirements. According to Epstein and Sheldon (2016), innovative strategies for school-community partnerships can significantly enhance resource utilization and broaden educational opportunities (p. 214). Community schools exemplify an educational paradigm that integrates academic, social, and health services to support students and their families. In this instance, students might attain a more holistic education by utilizing health and social support provided by the university. A longitudinal study by Maier et al. (2018) indicated that effectively implemented community school models led to a 10% rise in graduation rates over five years, alongside a 15% increase in student attendance. These innovative operational models demonstrate how schools could address broader socio economic issues, so benefiting society at large. The growth of school-business relationships further facilitates new opportunities for work-integrated learning and resource acquisition. Hands (2019, p. 156) asserts that strategic partnerships with local enterprises can yield reciprocal advantages and enhance educational results and workforce development. These innovative collaborations rely on advanced governance frameworks and the efficacy of parties in coordinating and managing stakeholders. Valli et al.

(2020) note that "Effective school–community partnerships require a careful equilibrium between educational autonomy and collaborative decision-making, with leaders highlighting the importance of both autonomy and collaboration while seeking methods to mitigate tensions in these areas."

Facilities management has shown significant innovative advancement in recent decades. It is evident that smart building technology has undergone significant evolution and that there is a growing impetus to enhance learning environments. This initiates a trend focused on establishing "smart schools." Recently noted by Wang and Liu (2021) in their extensively cited and comprehensive review: The integration of IoT devices, AI, and data analytics can facilitate the management of a smart school facility. Moreover, intelligent school buildings can facilitate enhanced indoor environmental quality, hence boosting student learning. Smart school buildings can achieve a thirty percent reduction in energy use, hence improving indoor environmental quality. This instance illustrates that innovative concepts in school building management offer two benefits. It not only enhances operational efficiency but may also facilitate improved learning settings. Another domain in which we observe innovation is the development of intelligent, adaptable learning environments. This is driven by a compilation of pedagogical instructional breakthroughs. This result clearly demonstrates that facility innovation directly influences student learning outcomes. Innovative classroom designs that incorporate greater flexibility, comfort, and technology integration can lead to a 16% enhancement in student learning progress across academic disciplines. Indeed, advancements in facilities management may entail lengthy lead times and substantial capital investments. Uline and Tschannen-Moran (2018) emphasize that the evolution of intelligent and flexible school facilities necessitates not only financial resources but also a paradigm shift about the relationship between education and the environment.

In the past century, the school bus has seen minimal innovation. School buses are increasingly employing new technologies to enhance environmental impact, safety, and the efficiency of transporting children to their destinations. School buses now incorporate electric

vehicles, route optimization algorithms, and satellite-based GPS tracking, among other innovations. Ellegood et al. (2020) found that 12% of school districts utilizing advanced route optimization systems for school buses reported decreased fuel costs, while 15% indicated reduced average travel times for students. While these efficiency improvements yield cash benefits, they also improve student punctuality and diminish environmental impact. A further noteworthy advancement in the realm of sustainable school transportation is the implementation of electric school buses. The electric school bus offers numerous advantages, such as reduced operational expenses, enhanced air quality, and diminished greenhouse gas emissions through the prospective implementation of vehicle-to-grid technology that can stabilize the electrical grid. However, these developments pose issues regarding infrastructure investment and long-term cost-benefit assessments, as highlighted by Noel and McCormack (2021). Ajanovic and Haas (2022) caution that "while electric school buses provide considerable environmental advantages, their extensive implementation necessitates meticulous planning to address charging infrastructure and battery lifecycle management" (p. 312). Academics and researchers play a significant role in transforming the potential benefits of innovative school transportation systems into actual applications.

The developments in school nutrition services exemplify point 2b, wherein apprehensions over health, sustainability, and operational efficiency within a highly regulated system drive operational innovation. Moreover, in this domain, it is straightforward to identify investments that enable schools to concurrently achieve objectives related to health, sustainability, and cost-efficiency. Schools with enhanced farm-to-school programs reported a 22 percent increase in student consumption of fruits and vegetables and a 15 percent reduction in food waste, as per a 2020 study by Prescott and colleagues. The implementation of advanced cafeteria technologies, including pre-order and digital payment systems, appears to enhance operational efficiency, hence reducing wait times and minimizing missed meals. Turner and colleagues (2019) observe that schools employing comprehensive digital cafeteria systems experienced a 25 percent decrease in queue times and a 10 percent rise in meal participation rates relative to other schools (p. 256).

Operational innovations yield efficiencies that facilitate the attainment of additional objectives. In the realm of school nutrition services, operational innovation frequently occurs within a framework of considerable legal and regulatory intricacies (e.g., the federal National School Lunch Program mandates that all schools provide one nutritious meal daily, among numerous other stipulations) and addresses equity concerns, which further complicate the innovation process. Gaddis and Coplen (2018, p. 189) assert that innovative school nutrition programs must balance the dual objectives of promoting health and sustainability while guaranteeing equitable access to healthy meals for all children.

The innovative utilization of data analytics and artificial intelligence to enhance school operations signifies yet another frontier of transformation in educational management. Data analytics tools are employed to optimize resource allocation; predictive analytics assist school leaders in anticipating equipment maintenance requirements; artificial intelligence-driven early warning systems aid teachers in monitoring and delivering personalized support to students requiring extra care and attention. These innovative concepts can enhance the operational efficacy and efficiency of educational institutions. Lee and Chung's (2023) examination of 66 Taiwanese schools' utilization of predictive analytics for resource allocation serves as a remarkable example. During a three-year span, schools utilizing this management tool indicated an 18% enhancement in student success metrics and a 14% reduction in operational expenses. Chen et al. (2022) observed that "AI-powered early warning systems for student academic and behavioral challenges have resulted in 30 percent more timely interventions and a 20 percent increase in student retention" (p. 412). This sophisticated application of technology suggests that educational institutions can provide students in need with enhanced and more proactive assistance. Enhancing school operations with sophisticated analytics and artificial intelligence presents ethical and legal concerns about data and privacy. Williamson and Macgilchrist (2021) observe that as the "logic of software" increasingly influences educational administration methods, data governance, algorithmic bias, and technology traps emerge as significant challenges for schools (p. 278). A

common criticism of instructional technology is that the usage of basic tools is inadequate. Human values should underpin instructional technology; else, it becomes only an instrument for individual gain. Schools must carefully consider the potential impacts of technology utilization on educators, learners, and their environments. They must also ensure that the data is managed judiciously and that the technology is utilized in an educationally appropriate manner.

Continuous Improvement Processes in Education

Globally, especially in Nigerian school corporations, programs for continuous improvement have grown rather prominent in the sphere of education. Applying systematic changes in learning environments now primarily depends on the Plan-Do-Check-Act (PDCA) cycle (Tichnor-Wagner et al., 2017). In the Nigerian context, this approach offers school businesses leaders a disciplined structure to manage specific challenges the system encounters. Adeyemi (2010) stressed the need for continuous improvement in Nigerian institutions, particularly in connection to infrastructure, teacher quality, and curriculum relevance. Following Nigerian educational reform goals, the PDCA cycle provides a tool for school business administrators to methodically handle these issues. Olibie et al. (2015) stressed even more the importance of applying quality improvement strategies in Nigerian institutions to boost general educational standards and competitiveness in the worldwide market.

Particularly when combined with innovative leadership, using PDCA in Nigerian educational institutions has demonstrated some positive results. Application of the PDCA cycle by transformational leaders revealed in a 2018 Ezeugbor and Akinfolarin study how it improved teaching strategies and student performance in Nigerian secondary education. Through carefully planning interventions, implementing them, assessing their success, and acting on the results, school businesses leaders were able to overcome specific learning challenges and increase general academic performance, the researchers found. This approach improved student grades in addition to increasing teacher drive and parent satisfaction. Olaleye (2013) underscored the symbiotic link between leadership style and continuous development processes as she explored how changing

leadership practices in Nigerian private schools promoted creative approaches in curriculum development and school management.

Under the supervision of transformative leaders, the PDCA cycle has been effectively used especially in the Nigerian K–12 context to improve teaching strategies and school-wide operations. Promoted by transformational leaders, Okoroji et al. (2014) tracked the efficient application of continuous improvement strategies in many Nigerian private schools, so demonstrating how these approaches, under support by such leaders, produced appreciable increases in student performance and teacher professional development. Strongly related with principles of transformative leadership, the writers stressed the requirement of staff workers building a culture of inquiry and cooperation to accelerate major change. Moreover, Nwangwa and Omotere (2013) examined how innovative ideas produced in Nigerian private schools under the leadership of transformative leaders helped to elevate academic performance and increase market competitiveness.

The extent of success of continuous reform programs in Nigerian educational institutions primarily depends on the leadership and organizational culture inside these companies. Transformative leadership is quite crucial in the Nigerian context for developing school culture and inspiring projects for creativity. Examining how transformational leaders affect school performance in Nigeria, Onojerena (2014) revealed a clear, significant positive correlation between creative ideas produced by these leaders and their methods. The study showed how leaders who inspire a common goal, encourage intellectual stimulation, and provide tailored support create an environment appropriate for continuous development and innovation in Nigerian school enterprises. Furthermore, Aydin et al. (2013) looked at how organizational creativity and transformational leadership interact in educational institutions, providing relevant data for the Nigerian environment.

Transformational leadership has specifically been connected in Nigerian educational settings to positive outcomes. According to a 2010 Ekundayo study, transformational leadership strategies have a clear influence on school structure, teacher motivation, and student achievement

in Nigerian secondary schools. Those with shifting attitudes are more apt to motivate innovation and continuous growth in Nigerian educational institutions. Building on this, Olagboye (2004) investigated how transformational leadership might inspire educational innovations in Nigeria and discovered that these kinds of leaders greatly aid to generate fresh ideas and therefore improve the general status of school excellence. Moreover, Akinwale and Okotoni (2018) investigated how transformational leadership affects organizational innovation in Nigerian higher education institutions, providing concepts relevant to school corporations at multiple levels.

Transformative leadership influences the school environment not only at the administrative level but also in Nigerian educational institutions by means of teacher leadership. Examining teacher leadership and school improvement in Nigerian secondary schools, Oluwafemi et al. (2019) concluded that it has considerable potential to promote cooperation, increase professional development, and improve student learning results. By allowing teachers to assume leadership roles and so help to shape decision-making processes, transformational leaders in Nigerian school businesses can create a more lively and responsive culture that supports continuing development projects. Emphasizing how this leadership approach encourages a culture of innovation and continuous improvement, Osagie and Akinlosotu (2017) looked at the relationship between transformational leadership and teacher empowerment in Nigerian schools.

Thus, transformational leadership by itself is insufficient to drive long-lasting change in Nigerian educational institutions. Corporate culture and leadership interact in a complex and multiple ways. Schein (2017) argues that leaders greatly shape and sustain corporate culture via their actions, choices, and communication. This suggests in Nigerian educational settings that effective transformational leaders must not only implement reform projects but also create a culture that honours creativity, knowledge, and teamwork. Looking at the relationship of educational policies, leadership, and school improvement in Nigeria, Duse (2012) stressed the need for a cultural change toward continuous progress and innovation. Furthermore, Akinfolarin (2017) looked at how transformational leadership might foster an innovative culture and change

in Nigerian institutions, therefore providing interesting research for school business managers attempting to encourage continuous growth.

The impacts of transformational leadership on innovation in Nigerian school businesses transcend organizational culture into the domain of strategic planning and execution. Transformative leaders are more suited to traverse the difficult educational environment of Nigeria and inspire innovation at various levels. Dealing with the numerous challenges Nigerian schools encounter—including resource constraints, technological integration, and curricular relevance—this strategic viewpoint is rather important. Encouragement of innovative ideas and linking organizational goals with national educational goals mostly depends on transforming leaders in Nigerian educational institutions (Okoroma, 2006). Their capacity to clearly show their institutions a bright future motivates change and continuous development.

Transformative leadership has been linked in Nigerian educational institutions to more resilience and adaptation. The dynamic character of the Nigerian educational system, which demands a leadership style able to navigate uncertainty while maintaining an eye on innovation and growth, is defined by policy changes and economic swings. In this sense, transformative leaders stand out for their ability to inspire employees to accept change and view challenges as opportunities for growth and creativity. Given shifting educational paradigms requiring Nigerian institutions to grow rapidly and technology innovations, this style of thinking is especially crucial (Olulobe, 2013). By motivating an attitude of flexibility, transformational leaders allow their companies to be competitive and relevant in a dynamic educational market.

Engagement of stakeholders emphasizes even more the role changing leadership performs in motivating innovation in Nigerian educational institutions. Effective leaders find great value in close relationships among various stakeholders, including parents, community members, and business partners. These collaborations sometimes serve as outlets for innovative ideas and materials aimed to enhance the learning process. Transformative leaders in Nigerian institutions that successfully include stakeholders create a climate that supports constant innovation and improvement. This cooperative approach not only enhances the educational offering but also

helps the school to keep its position in the neighbourhood and more general educational scene (Olorunsola & Olayemi, 2011).

Innovation in Nigerian school businesses usually manifests itself as better teaching and learning practices under transformative leadership. First priority for transformational leaders is staff professional development, thereby encouraging the embrace of innovative teaching strategies and technologies. Direct reflection of this focus on continuous learning and development at the classroom level is student results and general performance of schools. Transformational leaders thus act as accelerators for educational innovation, endorsing evidence-based approaches and a culture of experimentation and reflection among educators (Adeolu & Modupe, 2012). These leaders enable teachers to be generally better in their line of work, thereby helping Nigerian schools.

Regarding resource management and distribution, shifting leadership obviously influences creativity in Nigerian educational institutions. Transformative leaders have to be adept in maximizing the resources at hand and searching for innovative solutions to surpass limitations imposed by financial constraints occasionally faced by Nigerian educational institutions. This could demand strategic relationships with private sector businesses, creative fundraising initiatives, or the use of affordably priced technologies in order to enhance the transmission of knowledge. Transformational leaders thus exhibit an entrepreneurial energy, continually seeking for new opportunities to increase the resource basis of their companies and, so, their capacity for innovation and development (Ogunna, 2009).

Transformative leadership in Nigerian school businesses is significantly needed in a society of data-driven decision-making and continuous review. These leaders create an environment in which scientific data shapes innovation instead of merely instinct by stressing the need of rigorous assessment and feedback mechanisms. This approach helps educational institutions to track the outcomes of creative initiatives and more precisely identify areas for improvement. Transformational leaders thus help to use performance metrics and quality assurance processes consistent with national criteria and global best practices in education

(Adegbesan, 2011). This commitment to data-driven development enables Nigerian educational institutions to be more efficient and competitive generally.

The effects of transformational leadership on creativity in Nigerian educational institutions extend even to curriculum development and implementation. Transformative leaders are more likely to support and use courses that not only meet national educational goals but also respond to local community needs and global trends. This sometimes means adding into the traditional curriculum innovative elements include digital literacy, entrepreneurial education, and 21st-century skills. Understanding the requirement of teaching children for a fast changing world and job market, transformative leaders in Nigerian institutions inspire innovations in curriculum design and delivery to match shifting demand (Oribhabor & Adana, 2015).

At last, transforming leadership in Nigerian educational institutions greatly improves the culture of research and creativity. Leaders who live by changing values motivate staff members and students to help with research initiatives thereby augmenting the body of knowledge in connected fields including education. This kind of research not only helps the school's reputation but also creates opportunities for innovative ideas to come to light from inside the structure. In this context, transformational leaders occasionally build relationships with research organizations and higher education institutions, therefore creating channels for the interchange of ideas and the adoption of evidence-based innovations in their individual campuses (Ibukun, et al., 2011). By fostering a research-oriented culture, these leaders establish themselves as leaders in the Nigerian educational landscape and aid their institutions to be always enhanced and inventive capacity enabled. Technology integration provides still another illustration of how changing leadership shapes creativity in Nigerian educational institutions. Since the scene of global education welcomes digital tools and platforms more and more, transformative leaders in Nigerian schools are especially crucial in encouraging technology innovation. These leaders envision how technology could transform administrative efficiency, improve classroom settings, and ready students for a technologically driven future. Encouragement of the use of educational technologies helps transformational leaders in Nigerian educational institutions not only improve the quality

of education but also place their institutions first in terms of educational innovation in the country (Olaleye & Adeyemi, 2018). Beyond the classroom, this technological focus usually encompasses digital communication with parents, online learning settings, and data management tools.

Transformative leadership also tremendously inspires creativity and entrepreneurship among the children in Nigerian school corporations. Knowing the importance of entrepreneurial abilities in Nigeria, these leaders occasionally oversee initiatives aimed to motivate students to develop innovative ideas and ability for problem-solving. This approach serves the more general goal of Nigerian economic development and raises the educational quality as well. Transformational leaders thus see their responsibilities as exceeding classroom instruction to include arming students to become innovators and job creators in their local communities (Sofoluwe et al., 2013). By adding entrepreneurial education and innovation challenges into the school syllabus, these leaders are shaping a new generation of Nigerian students poised to propel social growth and economic success.

Moreover, very evident in the field of social responsibility and community involvement is the role transformational leadership performs in motivating creativity in Nigerian educational institutions. Transformative leaders that explore innovative ideas tackling community issues usually want to have their institutions' impact beyond the classroom walls. This can demand environmental sustainability initiatives, community health education campaigns, or local citizen skill development workshops. By inspiring this sense of civic responsibility, transformational leaders in Nigerian schools not only raise the reputation of their institutions but also create opportunities for students to engage in real-world problem-solving and innovation (Akinwale & Okotoni, 2019). This style of leadership demonstrates how educational institutions could be accelerators for more broad social innovation and community development.

Furthermore, highly improved by transformative leadership in Nigerian educational institutions are global perspectives and international partnerships. These leaders see the need of introducing staff members and students to global educational approaches and cultural diversity in a society becoming more interconnected daily. By means of partnerships with foreign universities,

sponsoring international educational projects, and so fostering student exchanges, transformational leaders in Nigerian institutions are widening the horizons of their institutions and so creating a culture of global innovation (Nwafor, 2012). These overseas links improve the educational process and provide perceptive study of global best practices suitable for the Nigerian context.

Professional development and teacher empowerment highlight even more how shifting leadership shapes innovation in Nigerian school businesses. Knowing that teachers lead in terms of creative ideas, transformational leaders make significant expenditures in raising the capacity of the teaching staff members. Usually this means creating opportunities for continuous professional development, promoting action research, and creating mentoring initiatives. These leaders have a multiplier effect since they help professors to become innovators in their own right, therefore fostering and spreading original ideas all over the university (Oluwadare, 2011). This focus on teacher empowerment raises the quality of education and facilitates the general innovation of the institution.

Encouragement of diversity and inclusive education also mostly depends on transforming leadership in Nigerian educational institutions. Those who see things from a transformative point of view occasionally support innovative ideas that ensure every student, from all origins or ability, equal access to outstanding education. This can call for creating systems of support for students with special needs, providing inclusive courses, or applying adaptive learning technologies. By building an inclusive learning environment, transformational leaders in Nigerian institutions not only satisfy a basic socioeconomic need but also inspire innovation in educational technologies and approaches (Adebayo & Ngwenya, 2015). This commitment to variety often produces innovative teaching strategies that benefit every student, therefore raising the general quality of education.

The effects of transformational leadership on innovation in Nigerian educational institutions extend even beyond resource development and financial sustainability. Given the financial challenges periodically faced by Nigerian educational institutions, transformational

leaders must be innovative in their approach to financial management and resource mobilization. This could demand developing new revenue streams, implementing cost-cutting technologies, or building innovative corporate collaborations. By adopting an entrepreneurial approach, these leaders ensure not only their personal sustainability but also the financial viability of their institutions, thereby creating opportunities for investments in innovative educational projects in addition to guaranteeing their own sustainability (Ololube et al., 2016). This focus on financial innovation not only improves the institution's capacity to offer top-notch education but also serves as a direction for other Nigerian educational institutions.

More generally, changing leadership in Nigerian school corporations strongly influences educational policy and reform in those institutions. Leaders that live by transformative values often find great success advocating policies that support industry innovation and improvement all around in national education. Through their interactions with legislators, attendance at educational events, and sponsorship of studies on best practices, these leaders seek to inspire methodical change in the Nigerian education system. By ensuring that the innovative ideas developed inside their institutions have the ability to affect national education, this involvement in policy-making guarantees that general improvement of education in Nigeria is possible (Enueme & Egwunyenga, 2008). By way of their advocacy and leadership, transformational leaders in Nigerian school corporations are quite crucial in guiding the path of education in the country, thereby fostering an innovative culture that transcends the confines of their own institutions.

Ethical Leadership in the Advancement of Innovation within Nigerian school businesses

It is absolutely necessary to have ethical leadership in order to establish and uphold the values and moral orientation of the school enterprise (Liu et al., 2023). When a school is attempting to overcome the challenges of continual innovation and development that are required to meet the demands of the 21st century (Li et al., 2023), the ethics and integrity of its leadership are at the centre of the school's ability to succeed. When it comes to the field of education, leaders are responsible for more than just adhering to moral standards and ideals; they also demonstrate these values in all of their actions and judgements by being impartial and open. In their study, Liu

et al. (2023) claim that the commitment to ethical leadership plays a crucial role not only in establishing rules but also in shaping the climate of the school, ensuring that ethical behaviour is not only demanded but also becomes the norm for all members of the school community. By doing so, a domino effect is created, which in turn helps to cultivate an environment that is favourable to the school, one in which all stakeholders are respected and cherished. Ethical leaders are responsible for ensuring that educational institutions achieve their innovative and progressive aims without compromising the essential moral values that establish trust and respectability in a school community (Mejova et al., 2023). This is the responsibility of ethical leaders of educational institutions. Innovative and forward-thinking schools are the reason for this. Not only is ethical leadership a concept, but it is also a behaviour that is required in order to cultivate an environment that is conducive to learning and development.

Furthermore, ethical leadership makes a significant contribution to the innovative capacity of the school because it creates an atmosphere of trust and safety (Liu et al., 2023). This environment makes it possible for employees to take risks, such as experimenting with new teaching methods or subject curricula, because they feel secure in taking those risks. As a result, they are more creative when they are focused on their work. In schools where leaders exhibit ethical conduct, school workers will be more loyal and committed to the aims of the school (Alzoubi et al., 2022), and as a result, they will be more inclined to welcome innovation as well as new programs and practices. Ethical leaders also establish safe and supportive learning and working environments for their students and school personnel (Djuniadi et al., 2022). These environments will allow students and staff to feel safe enough to experiment in their day-to-day practices. Ethical leaders who demonstrate and encourage ethical behaviour will make certain that new practices and programs, such as those innovations in classroom teaching and learning as well as in school management and organisational arrangements, are carried out in a responsible and sustainable manner (Zighan et al., 2023). This means that they will benefit both students and staff members over the course of time and into the future.

One cannot understate the significance of the influence that ethical leadership has on the organizational culture of educational institutions. A strong ethical framework inside a school not only has an effect on the surrounding environment, but it also establishes a standard for behavior that is in line with the educational aims and mission of the school. According to Crawford, Cowling, and Allen (2023), ethical leaders make a concerted effort to foster a culture of integrity by actively promoting principles such as honesty, respect, and fairness in every facet of the school's operations. This cultural framework serves to reduce the likelihood of conflicts and encourages collaboration among employees, both of which are necessary for the ongoing progress and innovation of the organization. In the Nigerian context, where educational institutions frequently face challenges related to resource allocation and policy compliance, ethical leadership serves as a stabilizing force that guides the school through difficult decisions and maintains a focus on equitable and just practices that contribute to the well-being of all stakeholders (Faremi, 2023).

Ethical leadership is an essential component in the process of fostering accountability and transparency within the operations of schools, particularly in the context of Nigerian school companies (Liu et al., 2023). It is crucial for educational institutions to have leaders who adhere to ethical standards because this lays the groundwork for trust and responsibility, which is necessary for the institutions to run smoothly and achieve success over the long term. Not only does ethical leadership involve the enforcement of rules, but it also involves the establishment of a moral standard that inspires employees to recognize and accept responsibility for their roles and decisions. Within the context of an educational institution, this sense of responsibility results in improved resource management (Budhwar et al., 2023), more efficient instructional tactics, and ultimately, enhanced educational outcomes. When leaders make transparency a priority, they make certain that all parties involved, including students, parents, teachers, and the wider community, are kept informed about the procedures and decisions that have an impact on the school (Liao & Vaughan, 2023). Openness like this helps to cultivate trust, which in turn makes it simpler for educational institutions to conduct changes or introduce new ideas. This is because

stakeholders are able to have faith in the integrity of the leadership. In addition, transparency is of utmost significance in the prevention of corruption and mismanagement, both of which have the potential to significantly impede the advancement of educational reforms. It is of the utmost importance to ensure that funding and materials are distributed in a manner that is both equitable and efficient in Nigerian school enterprises, where resources may be extremely low.

Leaders who uphold ethical standards and advocate for transparency make it more difficult for corrupt practices to take hold, as they ensure that every choice is available to scrutinization (Liu et al., 2023). Not only does this transparency prevent misbehavior, but it also stimulates collaboration and shared decision-making, which is a significant step forward (Kirchhof et al., 2016). Teachers and other members of the staff are more likely to feel included in the school's mission and goals when the reasoning behind actions is crystal obvious and easily available. As a result of the fact that educational innovations are implemented with the full support of the staff, this collaborative environment not only raises morale but also increases the possibility that these innovations will be effective (Lavicza et al., 2022). The implementation of innovations and reforms that are in line with the long-term strategic goals of the institution is another benefit of ethical leadership (Alkhodary, 2023). By cultivating a culture that encourages open dialogue and documentation, leaders have the ability to guarantee that every decision is made after giving due attention to the influence that it will have on the future of the institution. This strategy helps to prevent the installation of solutions that are only effective for a short period of time but could be destructive in the long run. Instead, innovations are implemented in a manner that promotes sustainable growth and development (Bruce et al., 2023). This helps to ensure that the institution continues to thrive and adapt in the face of a constantly shifting educational context. Not only do leaders in Nigerian school enterprises protect the integrity of their institutions by adhering to ethical standards, but they also contribute to the development of an education system that is more egalitarian and efficient (Hodder, 2022).

It is extremely crucial for schools in Nigeria to have ethical school leadership in order to promote fairness and inclusiveness in the educational landscape of the country (Crawford, 2017).

This is because Nigeria is a country that is both culturally and socioeconomically diverse. One of the obligations that ethical leaders make is to ensure that no student or staff member is disadvantaged in their potential to achieve success and contribute to the progress of the school. Fairness is one of the commitments that ethical leaders make. As a result of this commitment, innovations and advancements in each of these areas are designed with and made available to all students and all segments of a school's community, including those who have historically been marginalized or under-represented. This commitment applies to all aspects of the system, from the curriculum and teaching approaches to the extracurricular opportunities. When ethical leaders embrace inclusiveness, they not only enhance the quality of the educational experience for all individuals, but they also make certain that breakthroughs and advancements result in the most equitable distribution of the benefits (Baidoo-Anu & Ansah, 2023). In turn, this raises the possibility that all school reforms will be sustainable by increasing the impact and longevity of the gains.

One of the most important aspects of ethical leadership is the development of ethical decision-making abilities among all members of the team. By offering their personnel with training and resources that place an emphasis on ethical considerations in educational settings, leaders in Nigerian schools have the ability to exert influence over their employees (Ciulla, 2004). In order to better understand how to face ethical difficulties and make decisions that are reflective of the ideals of the school, teachers and administrators can benefit from participating in workshops and professional development sessions that focus on ethical issues. Through training of this kind, the ethical framework of the organisation is strengthened, and it is ensured that the pursuit of innovation is led by moral clarity and ethical rigour. By making these kinds of efforts, ethical leaders not only improve individual accountability but also give their teams the chance to positively contribute to the school's mission and goals (Ogunleye et al., 2024).

Building relationships based on trust and having conversations that are built on mutual respect are both accomplished. There are a number of ways in which ethical leadership has a big impact on engagement, one of which is the development of involvement among stakeholders. In

the context of Nigerian school enterprises, the very existence and continuity of these enterprises is dependent on the involvement and support of the community. High levels of stakeholder engagement are most likely to occur as a result of the actions of ethical leaders who make a conscious effort to involve parents, local businesses, and other members of the community in the educational process (Fry & Kriger, 2009; Owolabi et al., 2024). Communication that is both open and honest, as well as the participation of stakeholders in decision-making processes, particularly in relation to matters and activities that directly affect them, are helpful approaches to foster this engagement. Not only do these participatory strategies help to make the proposed activities more relevant and, as a result, more acceptable to stakeholders, but they also ensure that the norms and expectations of the community are incorporated into the policies and activities of the school, which in turn strengthens the role that the school plays in the community (Ogunleye et al., 2024).

Given the volatile nature of the educational innovation industry, which is characterised by novelties in pedagogy, technology, and policy that create the ever-changing landscape of schooling, it is hard to escape concerns of ethics in the educational setting. According to Brown, Treviño, and Harrison (2005), ethical leaders have a greater capacity to address and resolve difficulties of this nature in Nigerian educational institutions. The fact that they continually present a clear ethical attitude that enables them to prioritize issues of student welfare and educational fairness in all situations is one of the reasons why they are better able to do so (Ogunleye et al., 2024). Therefore, for instance, it would be proper for a school leader who is ethical to take into consideration the issue of digital fairness when she brings technology into the classroom, in addition to bearing in mind the potential risks associated with data privacy breaches (Eden et al., 2024). In order to ensure that innovations are implemented in a manner that is congruent with the ethical standards of the school, the school leader and her institution offer protection to the students by addressing such ethical problems in advance (OECD, 2024).

Moreover, ethical leadership fosters an environment where innovative practices can thrive while safeguarding the interests of stakeholders. This includes addressing the digital divide that affects equitable access to educational resources (eSchool News, 2024). Ethical leaders are tasked

with ensuring that all students have the necessary tools to engage in digital learning effectively, thus promoting inclusivity and fairness in educational opportunities (Fry & Kriger, 2009). By proactively addressing these ethical considerations, school leaders not only protect their students but also enhance the overall integrity and effectiveness of the educational system (Owolabi et al., 2024).

Institutions of higher learning are not an exception to the rule that a culture of integrity is the foundation of any ethical organisation. According to Kaptein (2008), ethical leaders play a crucial part in the context of Nigerian school companies due to the fact that they are responsible for integrating integrity into the fabric of the school's culture. This entails more than simply enforcing regulations; it demands the establishment of an atmosphere in which ethical behaviours are rewarded and unethical behaviours are not tolerated. When it comes to all of their behaviours, ethical leaders continually demonstrate honesty and fairness, which allows them to set the tone from the very top. Not only does this kind of leadership have an effect on the behaviour of both the staff and the students, but it also generates an environment that is encouraging and offers an environment that is suitable to open debate regarding ethical concerns and challenges.

The ability of ethical leadership to serve as a model for students, who are both the next generation of students and the next generation of leaders, is perhaps the most crucial consequence of ethical leadership. As a result of the fact that "ethical problems" in Nigerian schools, such as issues of inequality and corruption, have the potential to affect the day-to-day operations of the school, the role of ethical leadership is even more important (Arhipova et al., 2021; Iacono et al., 2019). Honesty, fairness, and respect are the defining characteristics of the manner in which ethical leaders engage with the administrative staff and the pupils (Alaoui et al., 2024; Starratt, 2005). They are examples to follow. They present students with tangible examples of how to deal with complicated social and professional circumstances in an ethical manner so that they can learn from them (Bass, 1998, 1999; Bass & Steidlmeier, 1999; Brown et al., 2005). This is because they exemplify these ideas. Not only do students receive instruction in concepts such as accountability, honesty, and the significance of treating others with respect, but this style of leadership extends

beyond the confines of the usual classroom setting (Murphy, 2006; Hargreaves, 2005). It is possible to quadruple the impact of these lessons by having them presented by individuals who are in positions of authority and whom their students respect (Gautschi & Jones, 1998; McCabe et al., 1999). The students in Nigerian schools are taught by ethical leaders that integrity is not only a theoretical idea but rather a practical guiding principle that can be implemented in both personal and professional spheres of life (Ogunleye et al., 2024; Pires, 2024). In the decisions and behaviours that they do on a daily basis, they show this reality. When school leaders demonstrate how being ethical may lead to an atmosphere that is more equal and productive by being fair with the distribution of resources or by being honest with decisions, they are exhibiting how being ethical can lead to such an environment of greater productivity and equity (Schwartz, 1994; Fullan, 2016). This application of ethics to the actual world also reinforces the idea that "being ethical" is not only the correct thing to do, but that it can also be a productive means to a positive, long-term conclusion (Beard, 2015; West-Burnham, 2009). Students gain an understanding of the long-term benefits of adhering to ethical ideals by observing the actions of their leaders who demonstrate ethical behaviour. In addition to the ability to trust and respect one another, these advantages include the capacity to create solid and healthy relationships, not only in the workplace but also beyond it (Dewantara et al., 2021; Larson-Keagy, 2024).

In addition, younger generations learn to build a strong sense of civic responsibility through the development of ethical leadership (Banks, 2005; Colby et al., 2000). When students realise that their leaders are making decisions that prioritise the common good rather than individual enrichment, they gain an understanding of the significance of giving one's commitment to the public good, as opposed to only the business good (Eden et al., 2024; Iacono et al., 2019). It is the purpose of the school to train students to lead Nigeria's social institutions in the future, and one of the ways it does this is by educating generations of ethical leaders (Owolabi et al., 2024). For this reason, however, it is necessary for pupils to be aware of this essential fact. Not only does ethical leadership involve creating the environment in which we currently find ourselves, but it also involves educating students to carry those ideas with them when they pursue

leadership roles in the future, whether those roles are in the realm of business, politics, or any other field (Arar & Saiti, 2022; Hargreaves, 2005). In order to provide children with the moral self-assurance and clarity they will need to navigate the plethora of ethical issues that they will undoubtedly face as adults, it is important to establish ethical markers at any age (Brown & Trevino, 2006; Pires, 2024). When viewed from this angle, ethical leadership prepares the path for a society that will function in the future with greater accountability and responsibility. This is due to the fact that it assists students in developing into stronger, more ethical leaders who place respect for the common good and honesty at the forefront of their decision-making (Engelbrecht et al., 2014; Oates & Dalmu, 2013).

It is also possible for students to develop a feeling of civic duty through the practice of ethical leadership (Boyte, 1991; Vaughan, 2000). Students will develop an appreciation for the importance of contributions of this kind if they observe their leaders making decisions that prioritise the common good of their respective communities over the pursuit of personal pecuniary benefits (Larson-Keagy, 2024). We are preparing the pupils to be able to take on the responsibilities that they will eventually have as citizens and leaders in Nigeria. To put it another way, the reasons why ethical leadership is essential in schools do not stop at the entrances of the schools themselves. On the other hand, ethical leadership in schools is hypocritical. In the short term, it is about enhancing the institution's sense of morality and values. The ethical leadership of the school, on the other hand, is also intended to equip students with a repertoire of virtues and habits that will enable them to emerge as upstanding leaders in business and politics, as well as in other areas of life (Murphy, 2006). This is the goal of the school's ethical leadership. They will have what philosophers refer to as "moral confidence" and "moral clarity" as they move forward in their adult lives because they are being prepared in school to take ethical values seriously, to be able to differentiate between facts and arguments in matters of ethics, and to have some pre-established principles about the common good and the truth in the back of their minds about what they believe to be the truth (Beard, 2015; Pires, 2024). Through this means, the ethical leadership of schools helps to foster the conditions that will lead to a society that is more ethical in the future.

This is due to the fact that the students are being educated to carry forward the ethical ideals of honesty, fairness, and integrity, among other things, into the world of adult leadership, whether it be in the realm of business, politics, or any other profession (Hargreaves, 2005; Murphy, 2006).

Ethical leadership is important in conflict resolution in the school context because school businesses in Nigeria are often characterised by wide varieties of conflicting and competing interests which originate from the different cultural backgrounds, religious persuasions, worldviews, and outlook of those involved (Van Wart, 2003; Ng & Feldman, 2015). Such a setting requires ethical leaders because ethical leaders approach conflict with fairness, impartiality, and a sense of responsibility to all parties involved (Beard, 2015; Brown & Treviño, 2006). In this setting, the incapacity of leaders to address conflict impartially may arise from the multiplicity of vested interests and biases. Ethical leaders create an atmosphere of dignity and respect by ensuring that all parties are given the opportunity to voice their feelings and needs (Walumbwa & Schaubroeck, 2009). In this manner, every stakeholder, whether staff, students, or parents, finds the setting responsive to their interests (Iacono et al., 2019). Ethical leaders do not seek to use their authority to force a resolution of a conflict but, rather, allow dialogue to lead to a consensual solution (Alaoui et al., 2024). Such leaders emphasise the rightness of avoiding unethical means and stress the value of the common good and commitment to the school community (Murphy, 2006). These values are embedded in the manner in which they resolve conflict and, thus, are more likely to produce long-term and sustainable resolutions (Ogunleye et al., 2024). This approach also strengthens the bonds among members of the school community since participants do not feel marginalised and are, rather, comforted by the fact that they are partners in the solution rather than victims (Iacono et al., 2019). Furthermore, such an approach prevents future conflicts because members of the school community are more likely to trust in the leadership and process to address future matters fairly (Oates & Dalmu, 2013). Beyond conflict resolution, ethical leadership in this setting also constitutes an important learning experience for students. As students witness how conflicts are resolved in an ethical manner that emphasises fairness, dialogue, and respect, they gain access to constructive conflict-resolution skills (Brown et al.,

2005; Hargreaves, 2005). In the face of disputes, students are exposed to the possibility that conflict can be resolved without aggression, force, or domination since they see that communication, compromise, and mutual understanding are viable alternatives to conflict escalation (Schwartz, 1994). These are important lifelong skills that students will carry with them, both in their personal and professional relationships, and they provide a model on how to resolve matters in a mature and ethical manner (Dewantara et al., 2021). In the long term, the presence of ethical leadership not only avoids conflicts among members of the school community but also offers the opportunity to provide students with values that reflect the virtues of empathy, fairness, and communal living (Arar & Saiti, 2022). This becomes a fundamental capability that will allow students to mature into responsible citizens who can navigate conflicts in an ethical and effective manner. It is also a way through which they will contribute in a very fundamental way to the development of a more peaceful and cooperative world (Pires, 2024).

Ethical leadership plays an important role in helping to mediate conflicts in school settings, especially in Nigerian school businesses where diverse interests and values, as well as different ethnic and cultural backgrounds, can be sources of potential and sometimes destructive conflicts (Ng & Feldman, 2015; Arar & Saiti, 2022). Ethical leadership in such a context is important because ethical leaders handle conflicts in a way that shows they are impartial in their approach, fair in their judgment, and demonstrate a deep sense of responsibility to everyone involved; no one's voice goes unheard (Babalola et al., 2021; Yidong & Xinxin, 2013). Ethical leaders are also committed to preserving the feelings of all parties and creating a dignified atmosphere in which all concerned—staff members, students, and parents—are valued and respected (Mayer et al., 2007; Caldwell & Hayes, 2007). Ethical leaders do not just use their authority to resolve conflicts; rather, they create an environment in which all stakeholders can engage in open discussions about the conflict until an agreement is reached that is acceptable to all (Brown et al., 2005; Iacono et al., 2019). When ethical considerations and the common good of the school community are emphasized, people are encouraged to find common ground, look

beyond themselves and their own interests, and come together to reach ethical solutions to conflicts (Gini, 1997; Schaubroeck et al., 2012).

Aside from finding ethical solutions to conflicts, this form of conflict resolution is also more sustainable and peaceful because it is more collaborative and consensual (Babalola et al., 2021; Ogunleye et al., 2024). In addition, by bringing people together in this way, ethical leaders help to foster a sense of unity in the school community, as participants come away feeling like they have been heard and not marginalized as part of the process (Arhipova et al., 2021; Van Wart, 2003). Paradoxically, this inclusive approach to group conflict resolution also helps to reduce the frequency and intensity of future conflicts (Huang & Paterson, 2021). Once people experience firsthand the benefits of coming together to resolve their differences in a fair and unbiased way, they become more confident that their issues will also be addressed fairly in the future (Hargreaves, 2005). Thus, ethical leadership in this instance not only allows the school to achieve a more peaceful environment in the present circumstance, but it also instils ethical values such as fairness, empathy, and collaboration in students in the long run (Dewantara et al., 2021; Pires, 2024). By observing how conflicts are resolved ethically, students are exposed to positive ways to manage conflicts. They learn that personal and political conflicts can be handled in a way that is less aggravated, top-down, competitive, difficult, and unfulfilling (Murphy, 2006). Specifically, they can learn from the positive way the conflict is handled that disputes can be resolved through communication, compromise, and mutual respect, all of which are lifelong skills that will help them handle personal and professional challenges in ways that show ethical consideration and maturity (Brown & Treviño, 2006; Hargreaves, 2005). In the long run, this ethical leadership has a number of benefits beyond just an improved school environment. By fostering ethical values in students, it contributes to graduating individuals who avoid and resolve conflicts in ethical and mature ways, thereby promoting a more peaceful and cooperative future for all (Beard, 2015; West-Burnham, 2009).

Ethical leadership is a necessity to ensure the sustainability of school businesses (Arar & Saiti, 2022). Ethical leaders guide operations with a long-term view, focusing on practices that

secure the institution's future and meet current demand (Hargreaves, 2005; Abd Ghani & Jusoff, 2009). This holds high significance in sustainable school businesses in Nigeria, where resources in educational institutions are limited, and the demand for quality education is extremely high (Ogunleye et al., 2024). Ethical leaders, in these contexts, focus on all aspects of school management with a long-standing view. That is, they do not compromise long-term sustainability for short-term gains (Mayer et al., 2007). Ethical leaders advocate for the prudent and judicious use of resources in light of their responsibility for the long-term sustainability of the institution and the proper stewardship of financial resources, human resources, and physical resources (such as infrastructure and facilities) (Kalshoven et al., 2011). This involves financial planning with a long-term view, where investments and expenses are geared toward the school's needs in the future while avoiding hasty financial decisions that could affect its operational sustainability in the ensuing years (Iheduru, 2016).

Moreover, ethical leaders emphasize environmental stewardship (Pires, 2024). They might build sustainability into the curriculum, nurture students' environmental awareness, or embed green practices into the school's daily operations (e.g., reducing waste, conserving energy, and promoting recycling) (Yidong & Xinxin, 2013). These initiatives have the dual benefit of enhancing the school's environmental performance and instilling within students a sense of responsibility towards the planet that complements those of education (Arhipova et al., 2021). Third, ethical leaders help to make their schools more resilient. Resilience refers to the capacity of an organization or system to withstand and bounce back from challenges and crises, including economic shocks, regulatory changes, and climate events (Caldwell & Hayes, 2007). Institutions with high levels of resilience have the flexibility to maintain their stability in the face of these challenges. Building sustainability into the school's operations advances this goal (Brown et al., 2005).

Furthermore, a leader's culture empowers educators and school staff to think about the long-term consequences of their decisions (Hargreaves, 2005). This strengthens the scope for creativity in resource utilization (Murphy, 2006). The new norm means that educators and school

administrators are encouraged to think in new and creative ways to solve problems in a way that minimizes waste (Ng & Feldman, 2015). It incentivizes job creators to be more mindful of the impact of their designs, encouraging them to create products that are reusable or easy to recycle (Dewantara et al., 2021). In this way, thinking sustainably enables schools to continue providing quality education that is accessible and impactful for future generations (Ogunleye et al., 2024).

Most importantly, students, parents, and other school stakeholders will be more inclined to patronize and work or study in institutions committed to thinking sustainably (Pires, 2024). Doing so will also enable schools and educational institutions to maintain an excellent reputation, which only attracts the best hands and talents (Beard, 2015). Sustainability will, therefore, become the new language for achieving success in schools, colleges, and universities (West-Burnham, 2009). Importantly, thinking sustainably in all aspects of institutional management not only ensures the current success of the educational institution but also underscores the longevity of the enterprise and long-term prosperity for future generations (Hargreaves, 2005).

Ethical resilience is now a core attribute of schools that are preparing to deal with unpredictable and complex challenges in the 21st century, including school businesses in a country like Nigeria where socioeconomic and political factors can add layers of contingencies to the ordinary running and management of the business (Caldwell & Hayes, 2007). Ethical school leaders build resilience by embedding ethics deeply in the structures and processes of how the school responds to management challenges in both routine and crisis contexts (Arar & Saiti, 2022). When ethics is part of daily decision-making in everything, from paying salaries to responding to parent issues to organizing sporting events, this helps to ensure that ethics will play an important role in how the school responds to crises as well (Brown & Treviño, 2006). The school will become accustomed to making decisions from a place of integrity and values, and less likely to compromise these principles when under pressure (Mayer et al., 2007). In such cases, the school community will be prepared to manage ethical dilemmas and crises. The ethics, values, and principles of the school guide decisions, whether there is pressure from financial difficulties,

parent conflicts, or political disturbances such as regulatory changes, strikes, and socioeconomic or political instabilities that also impact the school businesses (Ng & Feldman, 2015).

Moreover, by developing ethical resilience, leaders protect not only the inner workings of the school but also its good name (Caldwell & Hayes, 2007). To prove that a school can maintain its ethical integrity during tough times, it shows parents, students, and the wider community that the school is both strong and right (Arhipova et al., 2021). That's particularly important in educational bodies, which are built on the foundations of trust and credibility (Iacono et al., 2019). Ethical resilience reassures all stakeholders that the school can withstand challenges without compromising its commitment to fairness, transparency, and responsibility (Mayer et al., 2007). This is essential for parents, who rely on educational bodies to train the next generation and who therefore need to feel confident that the school will behave ethically at all times—including during tough times (Hargreaves, 2005). For parents, then, ethical resilience is a key criterion to decide whether to send their children to an educational body and whether to remain confident in that body (Beard, 2015). For the wider community, a school that shows ethical resilience becomes a model of ethical strength and moral leadership, which in turn increases long-term support and engagement from external stakeholders (Ogunleye et al., 2024). In this way, ethical resilience helps schools to survive the immediate crisis and also contributes to the long-term sustainability of the school, further reinforcing the ethical 'bank' that makes it trustworthy, credible, and well regarded in the community (Caldwell & Hayes, 2007).

Ethical leadership is a prime way to improve teacher retention by building a happy and healthy working environment where teachers' needs are deeply respected and cared for (Mayer et al., 2007). This is especially pertinent for Nigeria, where teacher turnover significantly disrupts educational continuity and has detrimental impacts on students' learning outcomes (Abd Ghani & Jusoff, 2009). As a result, schools need ethical leaders who help create and sustain a happy and healthy school climate by making teachers feel appreciated and respected (Zaki, 2022). Teachers face many professional challenges today, and ethical leaders try their best to meet their needs (Hargreaves, 2005). Besides open communication and collaboration, ethical leaders encourage

teachers to feel they belong to the school community (Ng & Feldman, 2015). This is crucial in reducing teacher burnout and so increasing job satisfaction, which is a vital factor to retain good and experienced teachers (Yidong & Xinxin, 2013). Consequently, ethical leadership ensures that teachers feel empowered, which contributes to their personal and professional development while also helping to sustain an effective teaching workforce that is beneficial for the success of students' learning and achievement (Mayer et al., 2007; Pires, 2024). Ethical leaders, therefore, help to transform the education landscape into one that is sustainable and resilient for the teaching profession (Babalola et al., 2021).

Promoting educational equity is one of the primary purposes of schools. An academic environment that provides all students—based on socioeconomic status, ethnicity, and other factors—with equal opportunity to fulfill their educational potential and acquire resources to succeed is one of the most important goals of school businesses education, especially in the Nigerian context of marked disparities in wealth and opportunity (Ogunleye et al., 2024; Arar & Saiti, 2022). Ethical school leaders promote educational equity, as defined by their passionate commitment to impartial and just treatment of students from all backgrounds and their infusion of these principles into school policies and daily practice to foster learning communities in which all students have an opportunity to succeed (Shapiro & Stefkovich, 2005; Babalola et al., 2021). They work to eliminate bias, for example, in the curriculum, teacher attitudes, or school structures that limit success for certain types of students (Nucci, 2009; Iacono et al., 2019).

Ethical educational leaders understand that educational equity means more than equal access to high-quality schooling for all; it requires that resources, opportunities, and support structures are distributed equitably so that all students have what they need to take advantage of learning opportunities and reach their full potential (Hargreaves, 2005; Zaki, 2022). This might mean particular interventions or support for historically disadvantaged groups, such as students from low-income families with low levels of education, to help them succeed at school (Mayer et al., 2007; Engelbrecht et al., 2014). Equity entails inclusivity too—of diverse groups of students regardless of individual differences, ability, or disability—wherein such differences are

celebrated and diversity seen as a valuable and not a problematic strength (Ng & Feldman, 2015; Pires, 2024). Ethical educational leaders champion moves towards inclusion and advocate differentiated approaches to teaching and learning, along with appropriate materials and support for those with disabilities or those still learning the language (Beard, 2015; West-Burnham, 2009).

After all, it benefits all students—not just those getting primary attention—by contributing to a more equitable culture of school life and by helping build the kinds of schools in which the exchange of differences is highly valued and where students, teachers, and parents more generally are encouraged to develop sympathetic and social dispositions (Caldwell & Hayes, 2007; Arhipova et al., 2021). Such fundamentals are inextricably associated with the ultimate purposes of education, which are to foster social justice and prepare students for civic engagement and community service (Dewantara et al., 2021; Iheduru, 2016). Additionally, schools that address educational equity tend to be cohesive communities that are stronger and potentially better—where students, teachers, and parents share a sense of common purpose and engagement in making the world a fairer and more liveable place (Ogunleye et al., 2024). In this sense, ethical leadership promoting educational equity can bridge the policy-practice gap by making these ideals of school life more than mere rhetoric; they become its realities (Nucci, 2009; Yidong & Xinxin, 2013).

Ethical leadership in curriculum development ensures that education is holistic (Mayer et al., 2007). It goes beyond ensuring students perform well academically; it also exposes them to the complexity of moral and character development, which is fundamental to becoming complete human beings (Nucci, 2009). In the context of Nigerian schools, where the ethical challenges of society such as corruption and social inequality are profound, ethical leaders ensure that values education is built into the curriculum (Caldwell & Hayes, 2007). In effect, they make sure students are not only exposed to specific subject knowledge and skills to enable them to perform well academically but also to the development of strong moral compasses to navigate complex ethical challenges in their public and private lives (Shapiro & Stefkovich, 2005). They embed ethical lessons in other subject areas such as history, literature, science, and business (Iacono et al., 2019).

This approach means that ethical education becomes transdisciplinary, with students being exposed to topics such as justice and fair play, environmental responsibility, and corporate ethics (Arar & Saiti, 2022).

It also entails that ethical leaders make sure that the school has a general culture that reflects the issues related to respect, empathy, and social responsibility (Ogunleye et al., 2024). These norms are built into the educational context, from the curriculum to the day-to-day interactions in the school (Beard, 2015). It also means that ethical leaders make sure that every staff member understands where the school stands with values education (Mayer et al., 2007). In doing this, the school develops not just strong moral reasoning in students but also a school culture that understands and lives by principles of inclusivity, fairness, and accountability (Pires, 2024). The impact of the kind of education that ethical leaders lead ensures that students will grow to be citizens who are well-rounded and conscientious about making positive contributions to society (Hargreaves, 2005). Far from being a narrow endeavour, ethical leadership in curriculum development leads to students who are informed and able to make the right choices in the complex and ethical nature of the world (Zaki, 2022).

Financial management in schools, including school businesses, is one important area that is significantly influenced by ethical leadership in school (Jensen, 2002). This is particularly important and vital for the school economy. Ethical leaders in school help to ensure that financial transactions in the school are done appropriately. They ensure transparency and discourage corruption in the school (Mayer et al., 2007). According to Jensen (2002), ethical leaders help to devise strong financial policies and insist on audits of financial details and transactions, which help the school to build and procure trust from parents, teachers, and donors (Ng & Feldman, 2015). This culture of accountability at all levels ensures high standards of fiscal integrity, which also helps the school to reduce corrupt practices and generate a reputation for the school, which would encourage more funding and resources to the school (Beard, 2015). This also helps to build a good reputation for the school since financial integrity is very important for the development

and sustainability of schools (Arar & Saiti, 2022). It ensures that the school has money to develop the infrastructure and improve students' learning outcomes in the school (Ogunleye et al., 2024).

The rise in the digitalization of education and the next generation of education methods mean that the need for ethical leadership in ensuring the safe, responsible use, and deployment of technology in schools is becoming more acute (Greenleaf, 2002). In the Nigerian context, the challenges of digital learning for schools range from issues of safeguarding student data to the needs for ensuring equal access to these new tools (Yidong & Xinxin, 2013). Greenleaf (2002) emphasized the need to negotiate both privacy and access issues, which demands a strong commitment to these issues from ethical leaders in schools. This is because of the need for clear, defined policies that govern the use of technology in schools, not just to safeguard student information but to also ensure that all students, regardless of their socioeconomic backgrounds, are given access to and can utilize the new tools (Mayer et al., 2007).

It is the role of ethical leaders to ensure that digital technologies do not allow the rise of new divides in education but instead bridge the gaps in its equity (Pires, 2024). Furthermore, ethical leaders of Nigerian institutions must enter into their social contract with technology and ensure that they are facilitating access to technologies without sacrificing the ethics of the institution or its educational mission (Arhipova et al., 2021). They need to balance how to make use of technological advancements and yet preserve the ethics that have formed the foundation of the institution (Brown et al., 2005). They are also being responsive to their obligation to maintain a safe, inclusive, and equitable educational environment (Ng & Feldman, 2015). In their efforts to integrate and manage the use of technology in a balanced and responsible manner, ethical leaders are doing more than preparing students for a 'different' world of global interconnectedness. They are also inculcating ethical values in the students such as integrity, fairness, and respect for individual privacy that are so crucial to the digital world (Zaki, 2022). Additionally, if ethical leaders have put in the effort to promote accountability and transparency, then all stakeholders—students, parents, staff, and the wider community—will have increased trust and confidence in the institution (Hargreaves, 2005). This is because the expectations—which the stakeholders may

have about the use of social media—are fulfilled as the institution strives to maintain fair and responsible educational practices (Beard, 2015). It is principled leadership such as this that will translate into the possibilities and benefits that technology can bring to supporting learning, beyond just academic achievement. At the level of scholarship, ethical leaders in Nigerian institutions are helping the nation's youth reach their full humanity and preparing them for the world of work (Mayer et al., 2007).

In conclusion, ethical leadership is indispensable in advancing innovation and continuous improvement within Nigerian school businesses. Through their commitment to integrity, fairness, and moral leadership, ethical leaders influence every aspect of school operations—from curriculum development to financial management, and technological integration. Their leadership fosters an educational environment that is not only academically rigorous but also morally enriching, preparing students to be both knowledgeable and ethical citizens. By championing ethical practices, these leaders ensure that school businesses not only achieve educational goals but also contribute positively to societal values, making a lasting impact on future generations.

Distributed Leadership in the Advancement of Innovation within Nigerian school businesses

Distributed leadership involves taking up an inclusive stance to support extensive collaborative efforts, which are essential for the success of school improvement initiatives (Harris, 2013). It shifts power from the conventional top-down hierarchical view of authority in school administration and retribalizes it across different strata of participants such as teachers, administrators, and, in some cases, students (Spillane et al., 2001). As Spillane (2006) submitted, distributed leadership can quickly transform the centralised and bureaucratic nature of school businesses to enhance their inclusivity, participation, and school improvement measures. Distributed leadership decentralises the decision-making process to capture the deep reservoir of knowledge, skills, and passion in the school community (Harris & Jones, 2020). By involving a full range of stakeholders in the process, the school taps into a ‘distributed mind’ that has countless more opportunities to dream up creative ideas, try them out, refine them, and make them work (Leithwood et al., 2009). Not only does this democratic approach to leadership enhance

collective ownership of the school's aims, but it also equips the school with greater capacity and creativity (Gronn, 2002). Moreover, because distributed leadership by definition rests on wide consultation, it also tends to make the school's decision-making more transparent (Harris, 2016). The majority of decisions are taken in consultation and are thus informed by broad consultation, open dialogue, and wide-scale feedback from members of the school's community (Muhammad, 2024). Transparency is also one of the primary means by which we can ensure that all decisions are taken in the school's best interests and with a high degree of public accountability (Harris & DeFlaminis, 2016). Not only does the collaborative nature of distributed leadership enrich the innovation process within schools, but it also leads to the incorporation of new initiatives and the use of technological innovations much more quickly (O'Shea, 2021). With such rapid changes in the educational landscape in which schools are expected to react quickly to new challenges and opportunities, it is vitally important that the innovative trail is not just well marked but widely walked (Lin et al., 2022). Finally, distributed leadership helps to build an educational environment that is dynamic and responsive, with a culture that encourages continuous improvement and that uses the collective abilities of the school community (Dempster & Lizzio, 2007). The model not only improves educational outcomes but also develops a community that is engaged, empowered, and focused on achieving the school's goals of school effectiveness and student achievement (Karadağ et al., 2015).

Distributed leadership can significantly enhance the innovation capacity of the school, creating an organic network of contributors with varied skills and experiences to provide different perspectives (Harris, 2013). In the context of our Nigerian case, where resource constraints and external pressures can stifle innovation, distributed leadership seeks to harness existing internal resources within the school community to initiate and sustain innovation (Muhammad, 2024). Leaders at the coalface of catalysing change within the school businesses embrace distributed leadership by consciously creating a culture where teachers and other school staff assume the initiative of leading projects, thereby decentralising the locus of innovation within the school (Lin et al., 2022). The result is a leaner and more responsive educational environment where change

can rapidly be initiated and sustained as the environment is replete with people who are enabled and willing to innovate (O'Shea, 2021). At another level, distributed leadership can ensure rapid and widespread dissemination of innovations within the organisation through allowing innovations to percolate downwards through the organisation (Harris & Jones, 2020). In addition, distributed leadership ensures that the initiatives of a few can be quickly and seamlessly incorporated within the rest of the organisation, thereby encouraging adoption and scaled-up replication (Dempster & Lizzio, 2007). The collective problem-solving that is part of distributed leadership also ensures that challenges are addressed in a more comprehensive manner and with more sustained solutions than top-down directives, which are often not reflective of a school's internal resources and capacities (Gronn, 2002). Such an environment, where innovation is catalysed and leadership dispersed, is likely to be one that is more resilient at dealing with the vagaries of the immediate environment (Harris, 2016).

Distributed leadership has a direct and powerful impact on educational outcomes by bringing a larger community within the school workforce into leadership roles (Leithwood et al., 2009). Studies have shown that the more people that are involved in leadership activities in the school, the better schools perform in terms of teacher performance and student achievement (Harris & DeFlaminis, 2016). For Nigerian schools, where student outcomes are influenced by educational disparities and societal problems, distributed leadership can help to bridge that divide by bringing many more voices into the policy arena and creating interventions that are differentiated to meet the needs of diverse students (Muhammad, 2024). The professional development of teachers is enhanced when they also have leadership experiences, which in turn improves classroom practice and student learning (Lin et al., 2022). Teachers' experiences are infused into the classroom through shared practices, strategies, and dialogue, enhancing professional skills and making the classroom experience more innovative and rich (O'Shea, 2021). Students benefit from more creative teaching methods and processes (Dempster & Lizzio, 2007). More importantly, the distributed leadership model creates a stronger alignment between what the school is trying to achieve and the classroom practices implemented, since it is the teachers who

are usually involved in formulating the educational policies that will impact their practice (Leithwood et al., 2009). Coherence is necessary for educational strategies to be effective in propelling the school and students towards the attainment of desired outcomes (Muhammad, 2024).

Distributed leadership profoundly influences teacher engagement by actively involving educators in leadership and decision-making processes (Gronn, 2002). This engagement fosters a greater sense of responsibility and investment in school outcomes, crucial for sustained school improvement (Harris, 2016). In Nigerian schools, where teacher apathy can undermine educational initiatives, distributed leadership revitalizes teacher motivation by valuing their contributions and expertise (Muhammad, 2024). Educators feel respected and valued, which encourages them to commit fully to the school's vision and to participate actively in its realization (O'Shea, 2021). This increased engagement leads to higher job satisfaction and lower turnover rates, which are significant factors in maintaining educational quality and stability (Lin et al., 2022). Moreover, when teachers are engaged as leaders, they are more likely to experiment with innovative teaching methods and classroom management strategies, contributing to a vibrant and progressive learning environment (Dempster & Lizzio, 2007). This not only enhances student learning experiences but also drives the school towards a culture of excellence and continuous improvement (Harris, 2016).

Distributed leadership particularly improves a school's ability to find solutions to problems, and in the Nigerian context, where schools must deal with an array of challenges—from infrastructural deficits to socio-economic issues that can hinder the learning process—this becomes even more imperative (Obadara, 2023). This approach promotes a more all-inclusive way of addressing these challenges. As Woods (2004) reflected, distributed leadership "invites the whole school to bring its collective wisdom and diverse talents to bear on the problems of the institution and those of the students." As a consequence of this distributed form of leadership, decision-making processes are enriched by the widest range of perspectives available, making decisions and their outcomes not merely innovative but also tailored according to cultural and

contextual logic (Lin et al., 2023; Daniëls et al., 2019). Because distributed leadership takes place with the help of an array of stakeholders—teachers, administrative staff, sometimes students, and so on—it taps into the collective intelligence, which, in turn, makes for more creative and effective solutions (Heck & Hallinger, 2010; Leithwood et al., 2008).

Furthermore, the collegial nature of working together collaboratively to solve problems under a distributed leadership paradigm improves interpersonal relationships across the staff (Harris, 2021; Dempster et al., 2022). This enhances a culture of teamwork and support—essential to meeting the demands of the educational setting. Regular joint problem-solving can build trust within the school, enabling staff to support each other through the inevitable challenges they face (Obadara, 2023). An atmosphere of such care and collegiality would not only aid in the production of better educational results but also build the responsiveness and resilience of the school as an entity (Harris & Jones, 2020). Teachers who feel valued and part of an inclusive school community are more likely to be committed and responsive to the demands of the school and the children (Dempster et al., 2022). Distributed leadership, then, does more than just solve problems in the moment; it fosters the conditions for enduring improvement and success in the difficult terrain of Nigerian systems of schooling (Lin et al., 2023).

This is particularly true in schools, where distributed leadership helps promote professional development. When teachers and others are allowed to develop and lead initiatives and projects, participating in the process provides powerful on-the-job experiences that are valuable to professional growth and skill development (Heck & Hallinger, 2010). These experiences are vital for developing a deeper conceptual understanding and a richer skill repertoire for teachers (Dempster et al., 2022; Buske, 2018). In primary and secondary schools in Nigeria, where opportunities for leadership development are few and far between, distributed leadership has proved to be a very cost-effective approach to building leadership capacity and recruiting teachers for leadership positions (Obadara, 2023; Cerit, 2010). Frequent rotation of roles allows teachers to be exposed to a wide variety of experiences, which develops their

leadership capacity and broadens their pedagogical repertoire (Lin et al., 2023; Liu et al., 2018). This makes for much better teaching for students.

Further, the distributed model of leadership fosters a continuous learning and responsive culture in which staff are not just tracking current educational trends but leading the way in adopting new and innovative practices and pedagogies (Harris, 2021; Daniëls et al., 2019). Maintaining a culture of constant professional development is crucial for the school, as it shows responsiveness to change and ensures that it remains relevant to its students and community (Dempster et al., 2022). In the end, distributed leadership that frees leaders from the pressure to be solely responsible, to have all the answers, or to sacrifice themselves and their families for the sake of the institution helps to sustain the change process, promoting both individual career paths as well as the organisation's ability to adapt (Obadara, 2023; Spillane & Healey, 2010). It is one that is adaptive and sustainable, ultimately better supporting the long-term sustainability of schools to serve the needs of young children and families (Lin et al., 2023; Gronn, 2002).

The benefits of distributed leadership are most felt in the creation of school communities built upon accountability and trust, which are crucial for the transparent and ethical running of the school businesses (Harris & Jones, 2020; Mulford, 2003). Distributing leadership also means that numerous members of the school, teachers, staff, even students can take up responsibilities that are usually considered the sole preserve of a select few (Dempster et al., 2022; Spillane et al., 2001). When those responsibilities are distributed, accountability is also shared. This means that the school's decision-making agenda benefits from a wider range of voices, and therefore the decisions reached are likely to be more holistic and thoughtful (Heck & Hallinger, 2010; Marks & Printy, 2003). Sharing leadership responsibilities can also help to make the decision-making process more transparent (Obadara, 2023). Decisions and actions are more likely to be scrutinised by many rather than one, reducing the risk of biased or ill-informed decisions and unethical behaviours that might otherwise damage the reputation of the school (Lin et al., 2023). Based on a heightened sense of accountability, trust is built. Staff and students develop faith in the leadership and the running of the school when they notice the fair and consistent application of

school regulations; teachers feel respected when they are consulted and listened to, while students can be more involved in the running of the school, knowing that their opinions matter and can influence their learning experience (Dempster et al., 2022; Bellibaş et al., 2021).

Secondly, open leadership practices in schools reassure external stakeholders (parents, regulators, and the wider community) that the school is being fair and equitable (Harris, 2021). This trust can be sustained only if community members feel the school is operating transparently and is willing to be held accountable for its actions (Dempster et al., 2022). The school will be seen as a viable and desirable place to learn in a context where educational institutions are often lax in their handling of resources and disingenuous in their public leadership performance (Obadara, 2023). The trust that open leadership builds within a school can add to its reputation as an institution that functions in a fair and just way, which in turn generates further goodwill for the institution (Heck & Hallinger, 2010). A context of wellbeing will generate trust among different members of the institution, heightening their sense of community and their motivation to come up with ideas on how to move the institution forward (Lin et al., 2023). This will generate many benefits for the school, not least of which is an atmosphere conducive to learning and innovation (Dempster et al., 2022). A context of wellbeing also helps a school thrive and adapt in a fast-changing educational landscape (Harris & Jones, 2020).

Distributed leadership substantially improves the quality of school decisions by ensuring that a large number of perspectives and expertise are brought to bear on the decision-making process, especially considering the complex nature of the goals and expectations in the multifaceted context of Nigerian education (Obadara, 2023; Dempster et al., 2022). This means that, as schools in Nigeria try to grapple with complex educational mandates and varied cultural expectations, the capacity to make good and context-sensitive decisions becomes increasingly imperative (Heck & Hallinger, 2010). The distributed leadership literature argues that one of the most significant implications is that distributed leadership democratises decision-making in ways that allow not only teachers and administrators but, at times, also students to bring their contextual knowledge and unique views to bear on decision-making (Lin et al., 2023; Spillane et al., 2001).

This increases the repertoire of ideas and perspectives for complex decision-making and ensures that the resulting decisions reflect the tensions and diversity of ideas within the school community (Obadara, 2023). After all, more points of view mean better decisions and better outcomes. The decisions are then better able to respond to the subtle exigencies of the school and are more likely to be seen as appropriate and sensitive to the community (Dempster et al., 2022). This could then lead to greater innovation and better educational outcomes, as well as higher levels of community satisfaction because decisions would now be viewed as more legitimate, having been made by representatives of the full school community (Harris, 2021). Distributed leadership, therefore, creates greater receptiveness to the demands of the context and fosters better educational practices (Lin et al., 2023). Given its nuanced and sophisticated decision-making nature, distributed leadership helps to design interventions that are better positioned to address the wide-ranging and complex goals of the school and to manage the diverse expectations of the community (Heck & Hallinger, 2010).

Distributed leadership democratizes innovation, extending it outside the exclusive purview of senior leadership (Harris & Jones, 2020). The entire school community endeavours to attain this objective. Distributed leadership involves the participation of teachers, staff, students, and parents in the governance of schools. This cultivates an environment that leverages the talents and viewpoints of all individuals (Obadara, 2023; Dempster et al., 2022). This strategy integrates innovation into the daily routines of schools. All individuals within a school organization feel empowered to enhance practices or improve the institution. They feel empowered to conceive innovative methods and provide solutions (Lin et al., 2023). In a culture of collaborative creativity, all individuals within a school offer ideas and feedback, fostering a dynamic environment where improvement and innovation are standard rather than exceptional (Heck & Hallinger, 2010). This collaborative leadership model enables Nigerian educational institutions to cultivate innovative processes and produce increasingly inventive educational products and programs (Obadara, 2023). The Nigerian educational system, characterized by issues such as antiquated curricula, insufficient resources, and the necessity to modernize schools for the digital

era, can greatly benefit from the new strategies promoted by distributed leadership (Dempster et al., 2022). In a distributed leadership framework, the entire community can participate in addressing the numerous difficulties encountered in education in Nigeria (Harris, 2021). Innovation under distributed leadership entails empowering individuals involved in the daily operations of the school, namely teachers and students, to provide input and generate ideas (Lin et al., 2023). Distributed leadership fosters daily creativity. Educators are authorized to explore innovative methodologies in teaching and learning, informed by emerging technologies and novel educational concepts encountered throughout their employment (Obadara, 2023). Students can facilitate the development of novel educational experiences for their peers, informing teachers that learning is enhanced when they are engaged (Dempster et al., 2022). Administrative personnel can propose strategies to enhance school efficiency and devise methods to augment revenue and reduce expenditures. Distributed leadership enables personnel to be more adaptable and proactive in introducing novel concepts, creating innovative educational products, and addressing changes in educational demands and emerging opportunities (Lin et al., 2023). Furthermore, fostering a sense of ownership and collective commitment among all stakeholders can facilitate stakeholder buy-in for the implementation of any new project, thereby enhancing their investment in the initiative's success within the school (Heck & Hallinger, 2010). This will foster a more collaborative and synergistic school community. Distributed leadership intricately integrates innovation into the school's culture, providing a competitive advantage to address current and future concerns (Harris & Jones, 2020). It equips Nigerian educational institutions to adapt to emerging technologies and innovative teaching methodologies, enabling them to fulfill the evolving demands of students and parents in the dynamic educational landscape (Obadara, 2023). It positions them at the forefront of educational change and the integration of pupils into a 21st-century society (Dempster et al., 2022). Distributed leadership may convert a school into a collaborative ecosystem in which innovation is a collective endeavor. It transforms a school culture in which all individuals perceive their ability to contribute and effect change (Lin et al., 2023). It guarantees that attention is not concentrated on a solitary leader but rather on the

continuous transformation, enhancement, and adaptation of schools to meet the demands of the dynamic educational landscape, thereby facilitating quality education and improved outcomes for students (Heck & Hallinger, 2010).

Distributed leadership serves to strengthen the school's identity and cohesion by encouraging a shared vision and collaborative ethos among members of the school community (Obadara, 2023). Through the spread of leadership roles and responsibilities, schools stagger strategic governance in such a way that every member of the school community—including teachers, students, non-teaching staff, and even parents—are encouraged to engage with and contribute toward the school's vision (Dempster et al., 2022). By creating a strong, cohesive identity for the school, distributed leadership makes the school more amenable to the ever-increasing urgency for unity that is seen in Nigerian schools, where a diversity of student populations and divergent stakeholder interests can often exacerbate fragmentation (Lin et al., 2023). A strong, cohesive identity ensures that various cultural, ethnic, and social perspectives are represented and considered in school policies and practices (Harris, 2021). Minority groups do not feel alienated or disenfranchised because they do not have a say in decisions that affect them; instead, such groups find strong representation in the leadership of the school, leading to more equitable representation and the development of programs and initiatives that could address their concerns (Obadara, 2023). This inclusive approach to school governance provides students with opportunities to contribute to planning activities, which boosts their sense of responsibility and makes them feel more involved in the decision-making processes (Dempster et al., 2022). By involving representatives from different groups in leadership roles, schools can more adequately develop programs and initiatives that are adapted to the needs of the school population (Lin et al., 2023). Involving parents and community members in leadership or advisory roles can make a school markedly closer to the community it serves (Harris & Jones, 2020). Partnerships can develop to provide schools with resources and support, such as mentorships, internships, and community service for students. This also boosts the reputation of the school within the local community, where stakeholders consistently regard the institution as responsive and accountable

(Obadara, 2023). The collaborative ethos encourages the development of strong, cohesive relationships that build trust. Open communication channels allow stakeholders to share ideas, concerns, and feedback in safe spaces, making it easier to generate innovative solutions to old problems (Dempster et al., 2022). This collaborative ethos improves morale and job satisfaction among staff who can appreciate their contributions. Distributed leadership bolsters the school's identity and cohesion, promoting a strong, cohesive identity that unifies all members of the school community (Lin et al., 2023). A cohesive school identity bolsters student success: when students feel a strong sense of belonging and pride in their school, they are more likely to be engaged in the school community and motivated to work hard toward achieving their goals (Obadara, 2023). Students who have a strong sense of belonging to their school are more likely to perform better academically than their counterparts who do not feel the same sense of belonging (Dempster et al., 2022). Distributed leadership serves to promote a shared vision and collaborative ethos that guides the school toward an organized direction. It drastically improves the school's capability by taking full advantage of the leadership strengths that exist across the school community, from administrators, teachers, and other non-teaching staff, down to the students and even the parents (Harris, 2021). In the context of schooling in Nigeria, distributed leadership is a viable strategy to promote school effectiveness when institutions are confronted with resource constraints, varying degrees of parental involvement, unequal access to formal schooling for different societal groups, and location-based disparities (Obadara, 2023).

Distributed leadership highly increases community engagement as it enables different school stakeholders to be directly involved in the running of schools. This is critical in school businesses in Nigeria, as community support can be a major source of a school's resources and success (Liang & Sandmann, 2015; Muhammad, 2024). Engaging the communities also means parents, local businesses, neighbours, and other community members feel involved in a school's activities, and therefore can contribute more in kinds of resources and ideas to support a school (Ghani et al., 2021; Harris, 2004). By distributing leadership, schools can better communicate, assess, and collaborate among parents, local businesses, and other community members, to find

out what they can contribute and what are needed for the school to meet the needs of its community (Tian et al., 2016). It can also lead to potential new innovative partnerships and programs to create a better education environment and additional resources for the school (Avery, 2004; Anderson & Sun, 2017).

Additionally, distributed leadership in schools can facilitate more community members in decision-making processes of the school (Woods et al., 2004). A school becomes dearer to a community when more members are involved and feel a sense of ownership in the school (Spillane, 2006). Ideally, when a school is felt to be part of and for the community it serves, parents will likely be supportive and maintain a close relationship with the school, as the school's interests are also their children's interests (New Leaders, 2024). This will help the school better understand local issues and make education more relevant and effective for students within that community (Harris, 2008; Gregory et al., 2009). By leveraging the community knowledge and values through distributed leadership strategies, the school might better integrate them to improve the curriculum or programs, so the school can become more culturally relevant and engaging to students (Ghani et al., 2021; Avery, 2004). Besides increasing community engagement, the school can also serve as the center of a robust network of resources and innovation (Liang & Sandmann, 2015).

Distributed leadership permits a diverse array of personnel and stakeholders to assume leadership roles on specific topics and choices, thereby mitigating educational gaps through enhanced equity of participation and representation (Harris, 2004; Spillane, 2006). A prevalent disparity in access to quality education in Nigerian schools exists between marginalized individuals and their non-marginalized counterparts (Shields, 2010). If leadership in schools is confined to educators in formal managerial roles, gaps and inequalities in access to quality education may persist or even exacerbate (Tian et al., 2016). By establishing a framework that promotes diverse staff and stakeholder leadership, schools can more efficiently recognize the many issues faced by different student populations and formulate targeted interventions to address their individual needs (Ghani et al., 2021; Anderson & Sun, 2017). Thus, distributed leadership

mitigates differences in educational attainment and enhances the equality of educational delivery in schools (Liang & Sandmann, 2015). Beyond enhancing fairness in educational institutions, distributed leadership can further promote social justice by mitigating or eradicating racial and ethnic imbalances (Harris, 2008). Active participation of students and their families in school governance reduces feelings of alienation (New Leaders, 2024). Decreased alienation subsequently enhances academic engagement and adaptation, resulting in better educational outcomes for pupils (Ghani et al., 2021). Furthermore, the many viewpoints contributed by a community of workers and stakeholders can result in more innovative, culturally relevant, and inclusive educational solutions (Muhammad, 2024).

Distributed leadership fosters an organizational learning culture where learning and adaptation are part of the ethos of the school (Harris, 2004; Spillane, 2006). When contexts are constantly changing and institutions need to constantly adapt to new norms and requirements, it is important that the organizational culture fosters an ethos of learning (Tian et al., 2016). Distributed leadership does this by distributing the learning process and involving more teachers and stakeholders in continuous professional development and problem-solving (Ghani et al., 2021). Participation by many groups in the school fosters a deeper organizational commitment to learning because everyone is helping to identify what needs to change and what approaches might work (Anderson & Sun, 2017). The collective learning process resulting from ideas generated from all groups can help the school to think creatively and discover new approaches that can greatly enhance how education is delivered (Harris, 2008). Learning as a continuous and collective process within the school can help the organization become more responsive to changes in the educational context (Muhammad, 2024). It makes it responsive to changes in the environment by being able to rapidly identify emerging problems and respond appropriately (Liang & Sandmann, 2015). Adapting to change and creating solutions to new problems can be easier because learning enables all teachers and staff to identify possible solutions (Tian et al., 2016). Furthermore, by fostering learning organizations, schools using distributed leadership are better able to maintain improvements as part of the system by ensuring that the changes are

institutionalized into the running of the school and not just as ad hoc solutions (Ghani et al., 2021). The institution is not only improved in the short term but also better equipped for future changes that may occur in the educational system (Spillane, 2006). The students and the staff benefit from the innovations and can also learn how to contextualize their work to fit future changes that may occur (Harris, 2004).

Distributed leadership gives a school greater risk management capacity by providing a wider array of input and decision-makers, which is necessary to spot and manage risk in school operations (Avery, 2004). Nigerian educational enterprises might find this especially important, as the schools within them frequently find themselves in situations involving significant operational, environmental, and human risk (Muhammad, 2024). Good risk management is a key ingredient to the stability and success of schools under these pressures (Liang & Sandmann, 2015). By harnessing the perspectives of more people with distributed leadership, schools are likely to have more effective identification of potential hazards (Ghani et al., 2021). Risks can be seen from more sides and anticipated with greater clarity, allowing schools to design better strategies to deal with them than would otherwise be the case (Harris, 2008). Because distributed leadership is collaborative in nature, there are higher chances that risk management strategies will be robust and will be spread throughout the school community, which will make them more likely to succeed (Tian et al., 2016). Multiple leaders involved in responding to risk means faster response times when an issue arises (Avery, 2004). The school is more able to protect its own resources and its pupils; it becomes a more agile and resilient institution, ready to operate and succeed in an increasingly complex and changing educational landscape (Muhammad, 2024).

Distributed leadership by default creates an environment of empowerment in which all stakeholders in the school, irrespective of level, feel enabled to initiate and implement innovative ideas; by decentralizing authority and involving all teachers, all staff, and all students in decision-making processes, schools empower individuals by creating a positive culture of holistic education where everybody's contributions are valued and considered (Ghani et al., 2021; New Leaders, 2024). In Nigerian school businesses where the conventional educational model terribly

suffocates individual agency due to deep hierarchies and strings of protocols, empowering teachers and staff can lead to tangible improvements and creative solutions to unique school challenges (Muhammad, 2024). Under distributed leadership, empowerment means providing the necessary em-power-ment to succeed: such as professional development to enhance competences, access to cutting edge learning and teaching tools that add spice to interaction and create a collaborative learning environment where everybody is encouraged to experiment and take risks in the pursuit of innovations that can boost learning (Harris, 2008; Spillane, 2006). Such that, not only are innovations suggested, they are actually implemented, fully resourced, and sustained because those who propose ideas also have a huge role to play in implementing them and the entire institution is deeply involved in the whole process (Ghani et al., 2021). Empowerment under this leadership model includes students who are encouraged to be activated in the learning processes, participate in curriculum planning, and generate ideas that can make schooling more fun and productive (Muhammad, 2024); such inclusive empowerment leads to a richer, more engaged learning environment with continuous improvements as the rule (Liang & Sandmann, 2015). Also, the reciprocal effects of empowerment make staff more likely to stay, reducing turnover and creating a stable and experienced team that constantly innovates (Anderson & Sun, 2017). When you make individuals feel valued and show them how their ideas get translated into realities, you lift up their job satisfaction and engender loyalty and deeper investments in the school, its mission, and goals, not only because of improved quality of education being served but also because the school becomes stronger in terms of reputation in the community, which attracts more resources and goodwill (Tian et al., 2016). In the last analysis, distributed leadership turns the school into a dynamic ecosystem where empowerment breeds innovation, collaboration facilitates growth, and everyone feels needed and integral to the institution's success since it creates a sustainable model for educational excellence that can adapt to the evolving needs and desires of society (Ghani et al., 2021; New Leaders, 2024).

Distributed leadership contributes to leadership development in a holistic fashion by providing many people with many chances to lead in diverse positions or capacities (Muhammad,

2024; Fink, 2016). Building extensive leadership capacity and a feeling of collaboration across the school is crucial in creating the school businesses in Nigerian schools to generate a solid pipeline of future leaders who are equipped to negotiate the intricacies of educational difficulties (Kayode et al., 2017). Distributed leadership rotates leadership positions and responsibilities across individuals and creates opportunities for people to develop expertise in some aspects of school administration like curriculum development and financial oversight (Obadara, 2013; Ghani et al., 2021). This enables participants in the leadership process to cultivate a community of shared practices encompassing knowledge and contextual learning pertinent to all facets of school operations and the interdependencies among various departments' functions (Heck & Hallinger, 2010). Also, a distributed leadership model promotes a common leadership culture where conceptions of leadership such as decision-making, communication, and strategic thinking are socialized across the school (Harris, 2004). Increased leadership readiness among individuals enhances the school's resilience and adaptability to emerging problems and opportunities (Spillane, 2006).

Distributed leadership also naturally leads to improved relationships and collaboration among staff and between staff and students because everyone is responsible for the same thing in the business of education (Harris, 2008; Tian et al., 2016). For the Nigerian school businesses, where positive interpersonal relationships and community attachment are crucial for the delivery of quality education, this is transformative as it brings everyone within the school together to work on shared goals at the same time, thereby breaking silos down, enhancing unity and team spirit (Ghani et al., 2021). In sharing the leadership, teachers, administrators, support staff, and pupils are given their space in decision-making processes, which is conducive to the inclusive process (Muhammad, 2024). But also, it ensures that there is a wide-ranging space for ideas and perspectives – and with that comes innovation (Fink, 2016). Collaboration leads to a more wholesome approach to education where knowledge is shared freely and learning becomes a collective enterprise; this democratizes the school ecology and creates an environment for healthy interactive exchanges – the foundation of strong, supportive relationships at a school (Obadara,

2013). Importantly, healthy relationships create a school climate that is conducive to high educational performances and students' wellbeing (Heck & Hallinger, 2009). In distributed leadership, individuals are given their space to influence the school work, and this makes them feel important and creates their sense of ownership; this also increases their engagement and commitment to the business of education at the school (Kayode et al., 2017). In other words, everyone's sense of agency is enhanced (Harris, 2004). On the other hand, in a Nigerian school businesses that works in a challenging landscape with tight resources and competing interests among its stakeholders, building strong interpersonal relationships through distributed leadership creates the opportunities for the school to deliver qualitative education through more informed issues analysis, management, and use of resources (Ghani et al., 2021). So, not only is the school cohesive, with people working together to achieve its goals (the school-community interface), the school is also strongly aligned to the community in which it sits – with parents and the local community organizations (Muhammad, 2024). This may not always be the case in our schools in Nigeria today. The school can be improved with distributed leadership that transforms it into a collaborative ecology in which everyone co-acts towards shared objectives (Obadara, 2013).

Responsiveness refers to the ability of a school to react to external changes in the educational landscape and to internal changes in needs and requirements (like problems in certain grades or the need for more flexible use of timetables to facilitate professional development, among others) (Fink, 2016). In Nigeria's education scene, where the government frequently changes policies, more than 100 million people use the internet, and there can be significant cultural shifts in a school community, this adaptive capacity is a key strength of distributed leadership (Heck & Hallinger, 2010). Distributed leadership enables the speeding up of decision-making processes so that schools can react more dynamically to this fast-moving educational landscape (Muhammad, 2024). Quick mobilization of resources, ideas, time, and people can be more easily achieved through distributed decision-making (Ghani et al., 2021). In this sense, leadership does not have to be weighed down by the bureaucracy of slow decision-making that often accompanies top-down management structures (Tian et al., 2016). Leadership

responsiveness is heightened because a greater and more diverse number of people develop an understanding and an awareness of how the school operates (Harris, 2004). Finally, distributed leadership enables schools to be more agile when it comes to creating the kind of educational spaces where young people can thrive (Fink, 2016). When responsiveness is strengthened through a more distributed approach to leadership, schools are more likely to develop systems and structures that show flexibility in addressing changes (Kayode et al., 2017).

Because distributed leadership involves a systemic approach to determining who can lead on what, a culture of continuous improvement is built into the system itself (Earl & Katz, 2016). It embeds the pursuit of excellence into the everyday practices of participants and makes it a collective responsibility (Ghani et al., 2021). This imperative for continuous improvement is particularly critical in Nigerian school businesses in which standards are evolving and where schools feel a greater pressure to show they are doing well in all aspects of their enterprise (Muhammad, 2024). Regular opportunities for evaluation and improvement, with many members of the wider system and stakeholders participating in these processes, ensure that improvement is everybody's business, and not the preserve of a few (Obadara, 2013). Both the speed of identifying what needs improvement and the proactiveness in addressing it will also increase (Heck & Hallinger, 2009). The collective approach to determining who will lead on what will also see innovations and improvement more likely to enjoy the support of other practitioners, and hence better aligned with the school's strategic and longer-term purposes (Fink, 2016).

In conclusion, distributed leadership appears to be a revolutionary option for Nigerian school businesses (Muhammad, 2024). It is a radical system that empowers schools' larger capacity to innovate, collaborate, and improve (Ghani et al., 2021). Distributing leadership responsibilities is possible because schools are composed of a wide set of communities with skills and energies that can be drawn upon for the purpose of delivering on the school strategic goal of effective education and the transmission of values to pupils (Obadara, 2013). This could, in turn, improve the school's capacity to innovate and thrive in an increasingly competitive educational environment (Earl & Katz, 2016). By diffusing the power of authority, distributed leadership

tends to make decision-making an actual democratic and inclusive act (Harris, 2004). Reflective leadership styles also model accountability and invite an environment of continual learning (Fink, 2016). When school business is done this way, the school becomes a learning organization where everyone is accountable for everything, from the pupils to the top, and inevitably engenders a culture of continuous improvement (Kayode et al., 2017). Distributed leadership allows for the inclusion of a diverse range of perspectives, especially that of local communities, into decision-making processes (Ghani et al., 2021). In this light, this way of running school businesses in Nigeria appears well-equipped to create the kinds of educational environments that are dynamic and sustainable enough to withstand the structural ills of 21st-century education (Muhammad, 2024). This should enable graduates to become agents of change to lead society effectively.

Adaptive Leadership in the Advancement of Innovation within Nigerian school businesses

Adaptive leadership is particularly important for the kind of complex and uncertain systems that exist within the ever-changing dynamics of the education sector, and most prominently in the context of a rapidly developing country such as Nigeria. It encompasses the understanding of complex dynamics, an ability to anticipate changes to proactively initiate transformations, and the capability to manage other people and construct an environment that creates learning opportunities for people to embrace challenges and develop effective strategies (Heifetz, Grashow, & Linsky, 2009; Chughtai et al., 2023; Ihebom & Uko, 2020). The fluctuating nature of educational policies, diversity in student needs, and variability of resources create an unpredictable ecosystem for Nigerian school businesses. Adaptive leadership in this context is geared towards enabling institutions to remain intact by developing flexible and foresighted strategies that move with changes and create the possibility for development opportunities when there are shifts in student needs or other external factors (Pujianto et al., 2022; Ijeoma-Charles et al., 2021). By preparing schools when there are shifts in educational requirements, technological advancement, or societal needs, the leader moves their institutions from stagnation to development by challenging outdated practices and helping schools evolve to meet the demands of a changing landscape. They cultivate a culture of inquiry that encourages innovation by

empowering staff to challenge the status quo and propose new ways of doing things (Hargreaves & Fink, 2012; Harris & Spillane, 2008). In this way, schools don't just respond to the pressures of the present but also adapt to the demands of the future. In the often conservative milieu of Nigeria's educational system, where ideas about what constitutes 'proper' teaching and school leadership tend to resist or ignore critical feedback, adaptive leadership is thus a way of ensuring that schools are 'learning' – both as organizations and as individuals (Nelson & Squires, 2017; Goode et al., 2021). It is also a means of promoting sustainability. Learning ensures that schools can be adaptive when the 'rules of the game' change, such as when new technologies emerge or demographics shift, by ensuring that they are ready and able to change their approach to achieve educational goals (Dohaney et al., 2020; Sackett et al., 2000). Embedding learning modes and cultures in schools therefore makes them less fragile or brittle, given the potential instability of policies, political will, and available funding in the Nigerian context. This is what makes Nigerian school systems more resilient.

Adaptive leadership is inherently closely connected with innovation, especially when much of their environment is not supportive (Uhl-Bien et al., 2007; Haile & Tüzüner, 2022). Leaders who practice it are able to discern emergent issues and help establish a space for innovative thinking that can foster novel solutions. This includes an ability to sense, create, and explore new practices (Hargreaves & Fink, 2008). Schools – many with very limited resources – in the face of shifting populations and increasingly diverse student groups who have very different needs can benefit from having leadership that is committed to innovation in teaching, curriculum design, and the administrative apparatus of the school (Afolabi, 2020; Bartuseviciene et al., 2021). This requires a leader who encourages educators and staff to experiment and take risks without fear of failure. This leadership approach is critical as schools strive to advance student learning; to make the best use of its human and material resources; and to explore emerging technologies (Goulet et al., 2003; Dohaney et al., 2020). This comes from practicing an innovation-driven approach to educational leadership where a leader encourages and enables teachers to develop new methods of teaching, experiment with emerging technologies, and design new learning

opportunities that are more student-centered (Gilad-Hai & Somech, 2016; Hargreaves et al., 2007). In addition, adaptive leaders ensure that the school strategy remains flexible enough to incorporate new ideas, tools, and methodologies that have strong potential to dramatically and positively impact learning (Ihebom & Uko, 2020; Chughtai et al., 2023). Adaptive leaders excel in mobilizing external networks to bring fresh thinking and resources into the school which helps the institution increase its capacity for innovation. So, for example, they might build partnerships with experts in education, community organizations or technology providers to access new tools and insights that can benefit their students and staff (Harris & DeFlaminis, 2016; Ijeoma-Charles et al., 2021). Adaptive leaders are adept at anticipating the changing environment and proactively dealing with challenges in order to build continuing momentum for innovation and long-term success (Northouse, 2019; Pujianto et al., 2022). By connecting the dots between new demands and existing capacity, adaptive leadership ultimately turns a traditional inflexible educational institution into a dynamic responsive place that is capable of achieving educational excellence and staying ahead in a changing world.

When faced with adversity – whether it is economic constraints, social shifts or a sudden shock – it is adaptive leadership that helps school leaders in Nigeria to build resilience in education, by enabling responses that can be applied not only in the short term but in the long term to address educational challenges. That is, responses that ensure that the education provided can withstand challenges and changes and grow in the face of them (Heifetz et al., 2009; Eggers, 2024). Adaptive leaders are able to understand the causes of problems rather than apply solutions to their symptoms, and this allows them to enable deeper and more impactful changes. They embrace resilience by building a supportive culture that enables the school to consider setbacks as learning and building opportunities, and that allows them to design robust systems that can adapt to future change (Edmondson, 2012; Day & McKee, 2014). The adaptive leadership process also allows school leaders to involve all school stakeholders – pupils, parents, teachers and the wider community – in solving problems, thereby ensuring that the solutions are complete and inclusive, not only enriching the process of decision making but also the ownership of the school

by the community, which then supports it in pursuing its vision, and developing its resilience strategies. This leads to a resilient school that is able to survive shocks and disruptions and then emerge stronger and more innovative.

Adaptive leadership is also vital in proactively managing the multifarious expectations and often competing interests of the major stakeholders in Nigerian schools, including the parents, teachers, regulatory bodies and the local community. This involves actively negotiating with and involving the different strata of stakeholders to see that their expectations and contributions are in sync with the school's targeted strategic goals. Adaptive leaders are skilled at mediating among different stakeholders' positions to see that they are heard and understood, and from their contributions, they are able to articulate connective themes or north stars that eventually shape the school's operational and educational strategies (Berkovich & Bogler, 2021). This becomes particularly pivotal in the complex educational environment where the buy-in of important stakeholders can be a defining determinant of the chances of the success of many school initiatives. Through active and open communication and fostering amiable relationships with the multifarious stakeholders, the adaptive leader ensures that they feel heard and respected, which in turn bolsters the stance of the school and increases the chances of the stakeholders supporting the school's agenda. Furthermore, the ways in which these leaders are able to proactively navigate cultural social nuances and local norms also speaks to their effectiveness in illuminating and engaging members of the community and tapping into available local resources. The school leader's ability to adaptively manage these relationships helps to enhance the number of community members who support the school, but also helps to build up their own local stalwarts, mentalities or 'diffused' coalitions that can be called on to support, lobby or champion educational improvements or innovations.

Adaptive leadership ensures that the content of curriculum is relevant and responsive to local and global changes. Adaptive leaders in Nigerian schools are proactive in ensuring that the school curriculum integrates new areas of knowledge, skills and competencies that are relevant to meeting the job market and the rest of the society (Fullan, 2001). Therefore, such leaders

evaluate and regularly review the curriculum and content to include things like critical thinking, digital literacy and other 21st century skills that can make students cope in a changing world. Adaptive leaders also encourage the adoption of innovative and new ways of teaching that caters for students with different learning styles and needs so that all can benefit from the education they receive. By encouraging teachers' professional development and curriculum innovation, adaptive leaders establish a school-wide environment that is dynamic, where teachers and students are encouraged to learn and explore.

Adaptive leadership is essential to deploy technology appropriately in schools, especially in a developing context such as Nigeria where there might be access issues to technology (Zhao & Frank, 2003; Goller & Tomforde, 2021). For instance, they can see the transformative effect of digital tools to the learning experience and admin efficiency. Therefore, they employ technology – whether in the school curriculum or management systems – to achieve pedagogical or operational goals. Adaptive leaders also think through how to leverage technology resources, such as digital devices and software, and provide the needed training and coaching for staff and students to learn how to use these digital support tools effectively. Furthermore, adaptive leaders also learn how to mitigate some of the risks when technology is introduced to the school. These issues include digital divide, data privacy concerns and the sustainability of funding technology programmes. Adaptive leaders are adept at figuring out how to make technology use inclusive and equitable where all students have an opportunity to develop digital capabilities that must be part of their future employment and careers. Adaptive technology management will ensure that the school leaders enable their school communities to benefit from the digital developments while mitigating the challenges.

Adaptive leadership can aid change management in a Nigerian educational enterprise that will proactively anticipate shifts in education and react to policy changes (Kotter, 2012). When the environments in educational enterprises are constantly changing both in the external and internal, an adaptive leader uses his/her deep understanding of these dynamics to manoeuvre his/her institution through these transformations. This way change does not shatter the

institutions. This will involve recognising the need to implement changes and actively engaging with the school community to create a change process which will minimize opposition as members understand the need for the change and how it benefits them. The leader will walk through the change process at a reasonable pace, offering his/her support and adequate resources all through the process. The systematic yet adaptable process makes it possible to retain comfort and continuity while implementing a new way of doing things or a new frame. Communication will be the hallmark of an adaptive leader; this allows everyone understand the reasons for the change and the benefits of the change. This open communication builds trust and a climate of collaborative adaptation, which will be crucial for the success of educational innovations.

Adaptive leadership improves access to quality education and creates equity in the education system. In Nigeria, differences in education access and resources could be significant, and an adaptive leader will seek for and eliminate whatever is preventing the pupils from different backgrounds to access education (Johnson, 2014). This will involve modifying school rules for inclusivity, creating special interest groups where some members of the school community are under-represented, and creating activities that respond to the needs of the different communities. An adaptive leader will promote fair and equitable use of resources to give every child his/her needs. When an adaptive leader keeps evaluating and addressing the needs of pupils in his/her diverse pupil population, the leader will guarantee equity is not just a catchphrase but a cornerstone in the day-to-day operational plan of the school. This is because the leader will improve educational performance. The leader will also see that the school contributes to social justice in the community. Sustainability of an education is an area where an adaptive leadership could exert great impact. In school in Nigeria, an adaptive leader will focus on the creation of practices that are financially and environmentally sustainable (Cummings & Worley, 2014; Harris & Spillane, 2008). This includes implementing energy saving technologies, recycling processes, community partnerships and other initiatives that ensure the school's operations are eco-friendly and cost-effective. The leader will also ensure that the school's curriculum incorporates sustainability principles and practices, equipping students with the knowledge and skills needed

to build a sustainable future. By prioritizing sustainability, adaptive leaders in Nigerian schools can ensure that the education provided is not only resilient in the face of challenges, but also contributes to the long-term wellbeing of the community and the planet.

In conclusion, adaptive leadership is a crucial approach for building resilience in the Nigerian education system. By enabling responses to challenges, managing stakeholder expectations, ensuring relevant curriculum, deploying technology appropriately, managing change proactively, improving access and equity, and ensuring sustainability, adaptive leaders can help schools navigate turbulent times and emerge stronger. In a rapidly changing world, the ability to adapt is essential for educational institutions to thrive and fulfil their mission of providing quality education for all.

Instructional Leadership in the Advancement of Innovation within Nigerian school businesses

Instructional leadership is one of the most important concepts in the management of schools and is a leadership practice that is aligned with the core mission of schools: teaching and learning. In other words, while instructional leadership may be an administrative, organizational management style, it puts the spotlight on improving the teaching practices of teachers and the achievement of students (both learning and behavior) (Hallinger & Wang, 2015; Robinson et al., 2008). Instructional leadership is highly important in Nigerian school businesses because it provides direction on quality of teaching and learning. It is largely the actions of instructional leaders that shape the quality of the instruction that students receive, and so have a direct bearing on student achievement (Mohd et al., 2021). The instructional leader works directly with the teachers on curriculum design, teacher professional development, and observations by proxies in the classrooms (Enueme & Egwunyenga, 2008). The primary goal is to ensure that set educational standards for effective instruction are met, and that there is a continuous improvement on those standards. Instructional leaders work with the teachers to align classroom practices that are consistent with the educational goals of the school (Leithwood et al., 2020). However, there are challenges facing Nigerian schools that may derail the effective use of instructional leadership to improve schools. These include large class sizes, inadequate physical facilities, and varying levels

of teacher training among several others (Onyali & Akinfolarin, 2017). Instructional leadership serves as a lever for improving the broader quality of school businesses all the time.

Instructional leadership is characterized by several core functions that set it apart from other kinds of leadership in education. These include an articulation of a vision for teaching and learning that is shared across the school community, a focus on managing the instructional program including establishing clear academic goals, monitoring and assessing instructional progress, managing curriculum development, including ensuring the availability of instructional materials that are in line with national education standards and best educational practices, and lastly professional learning for teachers (Leithwood et al., 2020; Robinson et al., 2008). A major function of instructional leaders in Nigeria is the articulation of a vision for teaching and learning. This entails the formulation of measurable academic goals that are subsequently shared with the school community and providing support necessary to achieve those goals by both teachers and pupils (Darling-Hammond et al., 2017). Instructional leaders are actively involved in curriculum planning and the selection and provision of instructional materials to ensure that they align with national education standards and best educational practices (Ahmed, 2016). Instructional leaders play another important role in facilitating continuous professional learning for teachers through coaching, mentoring, and providing constructive feedback (Thapa et al., 2013). Through these core functions, instructional leaders create an environment in which the focus is always on the quality of instruction and learning with a view to improving student outcomes. Instructional leadership ensures that the primary focus of the school program remains on providing quality instruction and learning experiences for students. That's why these lighthouse leaders are called instructional leaders because they are expected to manage instructional quality in order to cultivate good teaching.

It is well documented that instructional leadership is one of the most effective leadership models in education as research consistently shows that teachers who work under this kind of leadership achieve better results on standardized tests (Robinson et al., 2008; Louis et al., 2010). Instructional leaders are mainly concerned about the quality of instruction as school and

classroom instructional climates are related; the more supportive the school climate, the more conducive the classroom climate is to learning (Robinson et al., 2008). Working with teachers towards improving classroom instruction is one of the most effective ways instructional leaders can influence student achievement. When instructional leaders show interest in improving classroom instruction, teachers feel more supported, leading to better classroom practice, and consequently improved student outcomes (Grissom & Condon, 2021). In view of this, instructional leaders make significant efforts to improve instructional quality by addressing issues such as time on task, curriculum coverage, and grouping students for instruction. For instance, when leaders implement evidence-based teaching approaches and provide teachers with ongoing feedback on how to improve their practice, they can greatly improve student engagement and achievement levels (Hodges & Gill, 2014). Instructional leaders also ensure that the content of the curriculum aligns both with academic end-of-course exams (or any other exam) and practical life skills to prepare students for future challenges (Waters et al., 2003). Additionally, these leaders pay attention to data; they use data to track student progress and make decisions about interventions needed by students who are lagging behind. Through data-driven leadership, instructional leaders can find gaps in learning and offer appropriate interventions to ensure students are back on track. Consequently, instructional leadership drives a culture of academic excellence in which student achievement becomes the focal point for school operation.

Instructional capacity for teachers is another key principle of school-business practice within the instructional leadership framework. One responsibility of instructional leaders is to ensure that all educators in a school possess the skills and tools necessary to deliver high-quality instruction, especially in environments where teacher quality might be highly disparate (Mohd et al., 2021; Enueme & Egwunyenga, 2008). Instructional leaders will therefore schedule professional learning events such as conferences, workshops, peer observations, and shared planning time; provide feedback for reflection and growth; and initiate systems of inquiry to support designing effective learning experiences. With a focus on professional learning, they also ensure that teachers continually engage in ways to grow their own educative practices while

keeping pace with current pedagogies and instructional technologies (Darling-Hammond et al., 2017). A strong organized system for professional learning leads to transformative integrated school practices. With a culture of learning deeply embedded within schools, teachers begin to see themselves as part of a collaborative community rather than mere professionals. This shift enhances their effectiveness as educators ultimately providing better educational outcomes for children. Instructional leaders will advocate for allocating resources for teacher learning and development.

Instructional leadership entails spending considerable time on future-oriented curriculum alignment and assessment practices. In this regard, leaders ensure that curricula are learner-focused responses to community needs aligned with students' future aspirations (Thapa et al., 2013; Robinson et al., 2008). It involves regularly reviewing and updating content curricula to incorporate recent knowledge skills deemed important for sustainable living in today's workforce. Instructional leaders collaborate with teachers systematically integrating critical thinking creativity problem-solving skills into well-sequenced curricula (Hodges & Gill, 2014). They ensure assessments are purposefully designed to test intended learning goals connected directly to instruction processes. This extends to making formative use assessments meaning they're used for diagnostic purposes guiding teaching providing timely feedback on student learning. Here assessment becomes intricately tied instruction supportive improving student performances developing personalized learning paths based on individual needs while ensuring fairness validity accuracy throughout measurement processes.

Instructional leaders also shape culture climate which are important dimensions of success schools (Thapa et al., 2013), especially critical dimension work within Nigerian schools where student teacher morale motivation fluctuates drastically due various external internal forces short periods of time creating a positive nurturing environment essential educational success. They foster cultures that respect inclusivity excellence, setting high expectations modelling commitment success each child creating atmospheres where teachers feel valued able voice concerns without fear instilling sense purpose encouraging them to remain committed educational

mission institutions. By promoting open communication collaboration these leaders ensure schools operate cohesive units and every member plays a critical role realizing the educational mission institution's overall objectives enhancing teacher performance and improving student engagement and attendance wellbeing.

The use of technology is vital in the current digital age to improve teaching and learning process and to enhance the quality of education and opportunities. Nigerian instructional leaders are aware of the importance of technology in education and promote the use of it in every aspect of instructional process. Through providing teachers with ample digital tools and equipment, as well as organising training programmes on the use of technology in teaching, these leaders ensure that the technology used by teachers would maximise their instructional strategies, give more opportunities for students' participation, and boost chances of their success. This can be done through learning systems, educational apps, and multimedia resources integrated into the lesson (Goller & Tomforde, 2021). Instructional leaders also try to overcome the problem of the digital divide by assuring the access to technology for all students. Moreover, these leaders promote innovations in technology uses, such as various ways of problem-based learning and differentiation to personalise the learning of more and more students (Zhao, 2012). By successfully applying technology, Nigerian instructional leaders ensure not only the advanced quality of education but also the preparedness of their students for being technology-driven citizens in this world.

Instructional leaders recognise the importance of PLCs as a dynamic, on-going vehicle for teacher professional development and school improvement. They understand the critical role that these communities have in ensuring the growth and development of teachers and creating an environment that fosters ongoing learning opportunities for all involved. Schools in Nigeria are beginning to adopt PLCs as a strategy to ensure teacher collaboration and growth; instructional leaders play a key role in creating and facilitating PLCs in their schools. Instructional leaders help to create a culture in PLCs where teachers can share strategies, problems, and student data, be open to giving and receiving feedback, ask questions, and ultimately support each other in their

professional development and the improvement of teaching in their classrooms. Instructional leaders work with PLCs to ensure that they establish clear, measurable goals related to student achievement and instructional improvement, provide the resources and time to ensure that PLCs develop and run effectively, and make sure that PLCs are a main part of the overall professional development plan of the school. They provide active engagement in the life of a PLC and support, support, and model for members of the PLC so that they can become change agents for the transformation of instruction in their classrooms and for increased student learning.

Instructional leadership improves the interactions between teachers and students, which lies at the core of effective teaching and learning. Instructional leaders in Nigerian schools carefully design professional development programmes that help teachers develop their capacity to engage students in meaningful and responsive interactions and create a supportive learning environment that enables them to take intellectual risks. Instructional leaders might train teachers in differentiated instruction practices that enable them to meet the diverse learning needs of students in a single classroom. This type of instruction leads to more equitable and inclusive classrooms. Additionally, instructional leaders might help them create classroom environments where students are secure in the knowledge that they can volunteer their ideas and take intellectual risks without fear of embarrassment or ridicule. Instructional leaders might also stress the importance of positive reinforcement and constructive feedback on students' work, and encourage teachers to cultivate a trusting relationship with their students. Strong relationships build up students' confidence and motivate them to be more engaged in the learning process. Instructional leadership, thus, helps teachers and students improve their interactions, which improves students' experiences in school and helps to enhance their engagement and learning.

Attention to data-driven decision making is a highlight of instructional leadership as it appears in the literature. Mandinach and Gummer (2016) described data-driven decision making as a key characteristic of exemplary instructional leadership. They based their ideas on a study of 1,000 principals, who explained that they used this approach to guide their educational strategies and interventions in teaching and learning. The principals/instructional leaders also observed,

trained and guided teachers to systematically gather and analyse data in order to understand trends and make suitable interventions. These principals depended on data, which included performance scores, attendance statistics, behavioural reports and so on. This reliance on quantitative data confirmed to them that decisions are based on hard evidence. Using data in this way, they tried to avoid any assumptions in making decisions. For example, if teachers observed that students were highly composed and diligent, they might make assumptions that these students were good students and needed to be brought to the forefront. However, without data, they might not be able to understand their actual performance, potential strengths and weaknesses, and the necessary interventions to improve their performance. Using hard evidence, the decision makers could better understand where to direct their intervention to attain optimum results. Similarly, if students were found to have problems with comprehension and retention, combined with issues involving attendance, they would be more likely to develop an intervention that would impact comprehension, retention and attendance. Based on assessment scores, the instructors would understand which students were performing well and which were underperforming, which would enable them to establish goals that matched their abilities.

The voice of the instructional leader is essential in lobbying for equitable distribution of resources. In the heterogeneous and usually resource-starved environment of Nigerian schools, it is important that each child has access to vital teaching and learning resources and support services (Odden & Picus, 2008). Instructional leaders work hard on this front to ensure that vital resources are being distributed in ways that allow for more even access across differing groups of students and differing classrooms. They lobby and seek for further support and resources through grants and in partnerships with local business and community organisations. In doing all of this, instructional leaders were working hard to even the playing field by ensuring that every child could thrive and excel academically. Not only was this a good thing for the academic life of the students but also for the social fairness of the school community.

Instructional leaders understand that nurturing leadership abilities is also part of teachers' professional development. Instructional leaders delegate leadership as well, giving teachers

opportunities to exercise leadership positions and take charge of instructional improvement (eg, leading a PLC, running a curriculum development project initiative, or coordinating school-wide assessment initiatives). Having ownership, responsibility and involvement in school improvement give staff a stronger sense of commitment and motivation towards the school's mission. In addition, this pipeline of skilled leaders ensure that the school can keep building on its own momentum in the future. Developing teacher leaders not only strengthens the school's instructional leadership, but also ensures stability and continuity in the pipeline of leadership succession.

Instructional leadership supports instructional innovation. In practice, it involves encouraging teachers to think and act more innovatively, so that they can make greater improvements to learning. Leaders of schools in Nigeria encourage teachers to explore and use innovative ways of teaching and learning (Zhao, 2012). For example, they might encourage teachers to try out flipped classrooms, project-based learning and digital tools to enrich the curriculum. Instructional leaders try to enable teachers to do this by providing the required resources and professional development. Often, they create a culture in which innovation is encouraged; in other words, it is okay to make mistakes while exploring innovative ideas. This allows staff and learners to feel that using new or not-so-new approaches is okay and that if something doesn't work out, then they have learnt something. Instructional leadership involves fostering a culture of innovation so that teaching is continuously reimaged. This means that the curriculum is maintained and, arguably, becomes more relevant while also becoming more interesting and engaging for learners, as it is based more on the real world. Instructional leaders also support innovation by ensuring that it is purposeful, by reviewing and checking whether new approaches achieve the purposes for which they are adopted. Across all the scenarios mentioned above, instructional leadership is focused on ensuring that learning is as productive and effective as possible by enhancing the development of academic and social skills of learners.

Instructional leaders help to build relational networks both within the school and into the broader community. In Nigeria, schools are often under-resourced; these networks allow for the

support and building of essential resources (Hargreaves & Fullan, 2012; Eze et al., 2020). Instructional leaders build partnerships with other schools, universities, NGOs, and community organizations to enhance services to students, build community, and foster collective knowledge sharing (Afolabi & Yusuff, 2021). Such partnerships may lead to shared professional development events, student exchanges, and joint design and implementation of educational initiatives and programs that provide distinct benefits to all participants (Obiora & Uche, 2024). Instructional leaders also enable collaboration between teachers by facilitating regular structured meetings and more informal gatherings that foster communication, create a sense of togetherness, and a collective sense of purpose towards broadening educational opportunity not only within the walls of the school but into the wider community and extending learning beyond classroom walls (Duze, 2023).

Teacher well-being is an essential aspect of instructional leadership prioritizing the well-being of teachers. Research shows that increased teacher burnout and low job satisfaction are directly linked to problems in teacher effectiveness, student learning, and achievement (Meidelina et al., 2023). Instructional leaders strive to create conditions that will mitigate teacher burnout and job dissatisfaction among teachers, which could otherwise result in a reduced quality of learning for students. For example, instructional leaders in schools in Nigeria take measures to reduce teacher burnout by encouraging teachers' job satisfaction; these include ensuring that teachers have manageable workloads, easy access to mental health facilities or resources that can help in dealing with overwhelming situations, as well as creating a work environment that fosters teachers' feelings of support, collaboration, and cohesion (Nnorom et al., 2020). Also, instructional leaders in schools recognize and celebrate teachers' achievements in order to maintain teachers' morale in their quest to ensure teachers remain at high performance levels. Moreover, instructional leaders are keenly aware of teachers' professional needs and career aspirations. For example, instructional leaders recognize the professional development needs of teachers and provide opportunities for teachers to gain the necessary skills to enhance their employability and productivity in the teaching profession (Nnebedum & Akinfolarin, 2017).

Instructional leaders in schools go further in establishing career ladders to phase teachers into more influential leadership roles in schools. All these aspects of instructional leadership help in nurturing teachers to remain productive and supportive of children's learning. Ultimately, when teachers are well taken care of, instructional leaders not only enhance the quality of teaching but also provide a stable and committed teaching workforce, which is vital to the long-term success of any school (Umar et al., 2020).

Effective instructional leadership involves ongoing monitoring and evaluation of a school's performance. Instructional leaders of Nigerian schools develop and maintain explicit evaluation systems that allow them to assess the frequency of preferred teaching practices, the efficiency of school's teaching methods, and the extent of student learning outcomes (Marzano et al., 2005; Sule et al., 2015). Evaluations might include a combination of qualitative and quantitative measures such as classroom observations, formal and informal tests, teacher feedback, and student and parent feedback (Duse & Nnebedum, 2019). Leaders use the evaluations to identify strengths and areas of concern at both the individual teacher level and school level as part of school performance helps to ensure that teaching practices are effective and that school's educational goals are being realized. Further, the leaders regularly share the results of evaluations with the school community to maintain transparency and help build collective responsibility for student success (Obiora & Uche, 2024). Regular monitoring, evaluation, and subsequently adjusting educational practice at the school level is an essential improvement strategy that all school leaders ought to embrace.

Instructional leaders in Nigerian schools also know that parents and the community at large have important roles to play in the educational process and the success of their schools. They actively seek to leverage and strengthen these relationships by keeping parents informed and involved through regular communication, workshops, and school events (Nnebedum & Akinfolarin, 2017). This in turn helps to keep parents informed, involved, and in some instances fosters a shared sense of purpose and support for school initiatives. Leaders use various platforms to keep the community informed including newsletters, parent-teacher meetings, and social media

(Umar et al., 2020). Engaging parents ensures that they are not mere spectators but active participants in the process. Taking this further, schools seek to involve parents in decision-making processes to ensure that the school's actions are validated and aligned with the community's values and needs (Nnorom et al., 2020). The effectiveness of this process helps strengthen schools and foster the development of a broader community network to support student learning. It also helps reinforce a sense of shared responsibility for student attainment. These practices not only enhance student learning outcomes but can also help strengthen the role and value of the school as a community centre thus enhancing its overall impact on local development.

Discipline is a critical component of a healthy learning environment, and instructional leaders play an important part in implementing effective discipline strategies. Leaders in Nigerian schools develop and enforce clear fair discipline policies that are consistent with educational goals and do not unduly restrict students' dignity or negatively impact learning opportunities (Nnorom et al., 2020). In addition to developing clear discipline policies, they provide training for teachers in positive behaviour management techniques – often developing protocols that help minimize disruptions, build respectful inclusive classroom cultures and prevent escalating situations (Umar et al., 2020). Leaders will also train students in self-discipline personal responsibility such as by having them develop a code of conduct – something that helps students feel a sense of ownership in expected behaviour goals. Finally instructional leaders provide training on positive restorative discipline so that conflicts are minimized while maximizing student engagement well-being.

Instructional leaders in Nigerian schools recognize that education in modern times must keep abreast with technological advancement. To this end they are ardent proponents of using high-end educational technologies; they are vocal about their role in transforming teaching-learning processes (Adanma & Ogbonna, 2024). Leaders not only advocate for these high-end technologies but also lobby the government for funding; they ensure these technologies are used effectively within school curricula. In essence they ensure that teachers are trained on how to utilize tools effectively for teaching-learning purposes (Cakir et al., 2012). Training teachers on using educational technologies is important as these technologies are not self-explanatory.

Teachers need training on how best to utilize these tools effectively. Likewise leaders educate themselves on relevant educational software platforms available which can improve teaching-learning processes (Obiora & Uche, 2024). They ensure technology use is inclusive for all students within schools so as to remove any digital divide that may exist. With their advocacy for advanced technologies instructional leaders prepare students for an increasingly digital world equipping them with necessary skills related to digital literacy.

To conclude, instructional leadership is essential for quality education within Nigeria's school businesses landscape. It thrives upon instructional leaders who focus on curriculum alignment for good teaching; on teacher development for effective teaching; on students for great teachings. They embark on problem-solving initiatives when challenges arise addressing issues related to limited resources technologies while garnering community support fostering visible impacts on learning outcomes. Moreover, they explore options both within outside school systems aimed at educational improvement sustainability innovating curricula relevance aligned with 21st-century learning demands harnessing emerging technologies further enhancing students' experiences regarding teaching-learning processes. Their ultimate aim is cultivating students who will succeed amidst today's challenging globalized environment thus reinforcing instructional leadership's vital role within Nigeria's educational framework.

Change Management in Leadership and Facilitating Transformation in Nigerian School Businesses

In educational leadership, change management is the process of orienting institutions towards better results and new challenge adaptation. Effective change management is absolutely crucial in Nigerian school systems since educational environments are fast changing (Fullan, 2016). Great change managers not only responded to changes but also expected developments in society needs, educational policies, and technical improvement. They ensure minimal inconvenience and maximise the benefits of fresh opportunities by arming their institutions to respond appropriately. These leaders control the change processes by means of strategic planning, stakeholder interaction, and constant review. They also enable staff and student flexibility to adopt

new approaches of operation and education by helping to build a culture that welcomes change instead of fighting it. These leaders adjust in a disciplined yet adaptable manner such that their institutions remain relevant and competitive in an atmosphere of dynamic education. Good change management begins with well stated strategic planning and a convincing future vision (Kotter, 2012). Leaders in Nigerian institutions draft thorough strategies detailing the actions needed to bring about desired improvements. These plans deal with the long-term goals of the institution and are designed to be attentive to both internal and external elements. Effective communication of this vision by leaders guarantees that every one of the stakeholders supports the destiny of the institution. Effective transition depends on this form of communication getting buy-in and promises. Strategic planning also enables leaders to foretell future issues and develop appropriate reactions ahead of time. Those who have a well-considered plan and a clear vision will be able to boldly and precisely lead their organisations through difficult transformations. Another vital component of good change management is the participation of all the stakeholders (Bryson, 2018). Leaders of Nigerian institutions understand the need of including staff, teachers, students, parents, and the society into the reform process. By means of polls, conferences, and focus groups, the adjustments acquire comments ensuring their satisfaction of the needs and expectations of the school community. This inclusive strategy not only embraces several points of view to improve the quality of the operations but also helps stakeholders to become responsible. Those that effectively include their communities establish a cooperative climate where change is more likely to be embraced and perpetuated. This form of communication also helps leaders to spot any early opposition and helps them to proactively resolve problems, therefore ensuring a simpler application of changes. Good change management calls for ongoing assessment and flexibility to fit changing needs for solutions (Weick & Quinn, 1999). Leaders in Nigerian universities set mechanisms to evaluate how well transformation projects work and investigate how they impact education and learning. They are attentive to the expectations of their school by being ready to adapt depending on comments and changing environment. Leaders that employ this adaptive strategy can change their tactics and make adjustments that boost the success of transformation.

By means of evidence-based findings communicated with relevant parties, constant evaluation also promotes responsibility. Regular evaluation of change projects enables managers to verify that the institution's objectives are being met and that the improvements are raising student performance and accomplishment. Any company, especially businesses, has constant trouble from people opposing change. Schools are no exception. Smart change management design leaders create plans to suitably control this opposition (Kotter, 1996). Whether they result from fear, misunderstanding, or a perceived danger to present benefits, Nigerian school administrators pinpoint the basic reasons of conflict. They are part of the answer since they address these issues by means of open communication, education, and involving reluctant people into the reform process. Leaders also assist employees and students in fitting new technology and systems. Leaders may turn likely opposition into support by proving the advantages of change and making sure nobody is left behind, therefore increasing the general momentum of the change project. This strategy not only helps to bring about the change but also supports a more flexible and strong learning environment. Technology significantly facilitates the change in management strategies applied in educational environments. Leaders at Nigerian institutions use technology to improve communication, simplify data collecting, and support new teaching strategies being applied (Peña-López, 2010). Among the instructional technologies they provide to improve the surroundings for teaching and learning are digital content resources, online collaborative tools, and learning management systems. With adequate help and training, every user can gain from these carefully thought-out technologies. Leaders ensure that the embrace of technology satisfies educational objectives and offers quantifiable increases in efficiency and student performance. Good integration of technology helps executives to guarantee better transitions and create a culture receptive to constant innovation and development.

In educational environments, sustainable change calls for increasing capacity at every organisational level. In Nigerian institutions, leaders concentrate on equipping their staff members with the necessary skills and competencies to manage independent future changes (Hargreaves &

Fink, 2006). This includes leadership development courses for prospective future leaders, mentoring chances, and comprehensive professional development programs. Leaders who empower their employees make sure the institution has a strong basis all around capable of sustaining continuous improvements instead of depending just on top management to drive change. This capacity-building strategy not only supports the immediate objectives of change projects but also helps the institution to better handle upcoming difficulties, so guaranteeing long-term success. Change management is about creating a culture of ongoing improvement whereby adaptability and development are part of the daily ethos, not only about applying particular changes (Deming, 1986). Leaders in Nigerian institutions foster this kind of thinking by honouring achievements, learning from mistakes, and pushing a proactive search for chances for development. For every procedure, they set up frequent review cycles and promote parent, staff, and student comments. Leaders enable change management to be a natural component of the school's culture by normalising the search of excellence and ongoing development. This continuous dedication to excellence propels the institution ahead so that it stays sensitive to the requirements of its pupils as well as the larger scene of education. Effective change managers also shine in fostering innovation in the setting of Nigerian school enterprises. They design settings that support original thought and problem-solving (Schein, 2010). These leaders realise that schools have to keep changing and using fresh teaching strategies and technologies if they are to be relevant. They inspire employees to try creative ideas and assist trial initiatives aiming at improving the results of learning. Feedback systems are set in place to ascertain their scalability and assess their success in these respects. To inject new ideas and resources into the institution, leaders often encourage alliances with technology companies and creative innovators. These executives make sure that their institutions not only follow present trends but also lead in educational developments by giving innovation top priority inside the change management process. The success of the school and its reputation as a forward-looking institution depend on this proactive attitude to invention. Good change management mostly depends on the ability of the leader to present a convincing future vision (Kouzes & Posner, 2012). Leaders at Nigerian

institutions present their vision in a way that inspires and relates to all the stakeholders—including parents, staff, students, and the society. They emphasise the advantages of change not only for the institution but also for the society at large by using tales and examples that speak to their readers. Leaders make sure their messages reflect the long-term goals and values of the institution. They also use several channels of communication to target diverse audiences, thereby making sure that everyone may access the message of transformation. By means of an all-encompassing communication approach, the school community is better aligned with the suggested changes, so inspiring them to assist and take part in the transformation process. Effective communication of their vision helps leaders generate confidence and enthusiasm—qualities crucial for the execution of change. Change management experts help leaders to manage the several phases of transition, from preparation and planning to execution and review (Bridges, 2009). They know that different phases call for different approaches and degrees of assistance. Leaders in Nigerian schools set the institution by carefully evaluating present performance and spotting areas requiring improvement before new policies are implemented. They guarantee that everyone engaged in the implementation phase knows their roles in the process and that all operational and logistical changes go without hiccups. Frequent updates and meetings maintain the school community informed and involved all through the process. Leaders compile comments during the review stage to assess the effectiveness of the change projects and pinpoint areas needing more development. This methodical approach to handling transitions guarantees that changes are carried out successfully and that the institution fits well for new policies and practices. Leaders in Nigerian institutions support change by proving the favourable results connected with fresh projects (Kotter, 1996). They guarantee that every interested party can clearly and practically see the advantages of each change. This can call for better student achievement, higher teacher satisfaction, or more community participation in school events. Leaders frequently communicate the findings with the school community after tracking these achievements under exact criteria. Celebrating these achievements reduces any residual opposition and helps to generate momentum for continuous improvement. Leaders also validate the effort and adaptability needed by the

school community by tying change to favourable results. This reinforcement not only strengthens the improvements done but also sets an example for welcoming next developments with hope and assurance. Change management calls on the school community to become resilient so it may survive and flourish among changes (Henderson & Milstein, 2003). Leaders at Nigerian institutions build resilience by creating a conducive environment where staff members and students feel free to investigate and meet fresh problems. They offer tools and support structures to enable people control of their stress and bounce back from obstacles faced during the transformation. Resilience is built by leaders also promoting a perspective that sees obstacles as chances for development and learning. To equip the school community with the required tools to properly manage future changes, regular training and resilience and change management seminars are conducted. Furthermore, leaders guarantee that everyone feels engaged and supported all through the transformation by keeping open lines of contact and advancing a clear decision-making procedure. This inclusive strategy improves the collective ability of the institution to control and adjust to change as well as builds personal resilience. Good change management often calls for reorganising the systems to more fit new learning objectives and reality (Galbraith, 2002). Leaders at Nigerian institutions evaluate and rebuild organisational systems to make sure they enable the effective application of improvements. This might call for redefining roles, simplifying procedures, or adding new departments or teams targeted on certain change projects. These changes improve cooperation among several departments of the institution and help to reduce repetitions. Leaders make ensuring staff members are qualified to operate inside the new systems and that these structural changes are properly expressed. They also track how these organisational modifications affect the general performance of the institution to guarantee they help it. Leaders help to provide better transitions and more efficient application of change projects by matching organisational structures with the strategic requirements of the institution. When leadership is developed at all levels of the institution—not only among the top executives—change management is most successful (Spillane, 2006). Leaders at Nigerian institutions support a distributed leadership approach whereby teachers, students, and other staff members could

assume leadership responsibilities in different change projects. This strategy encourages people all over the institution to lead transformation in their spheres of influence, therefore promoting responsibility and ownership. To equip staff members and students with leadership abilities, leaders provide tools and training, therefore generating a strong stream of future leaders able to support continuous change initiatives. Furthermore, by including several stakeholders in the leadership process, leaders guarantee that different points of view are taken into account in the planning and execution of changes, therefore producing more all-encompassing solutions. This empowering of several leaders inside the institution helps to distribute the tasks of change management, thereby transforming the endeavour from top-down direction into a shared one.

Nigerian school leaders contemplate the maintenance of enduring transformation extensively (Fullan, 2007). They devised strategies to ensure that reform initiatives are deeply embedded in the school's character rather than merely ephemeral. This necessitates ongoing monitoring of the impact of novel methodologies and their perpetual enhancement. Leaders establish mechanisms that ensure ongoing assessment and refinement of enhancements based on observable results and feedback from the school community. Recognising accomplishments fosters enthusiasm and commitment to transformative endeavours. Furthermore, executives develop succession plans to guarantee continuity in leadership and sustained commitment to transformation initiatives, so preparing for the future. Leaders who ensure the school continues to benefit from the long-term sustainability of changes prioritise the robustness of these changes, facilitating ongoing growth for the institution. Effective integration of change within the school culture requires leaders to align new initiatives with institutional norms and fundamental principles (Schein, 2010). Leaders of Nigerian institutions exert considerable effort to ensure that changes are perceived as enhancements to the existing teaching philosophy rather than as external pressures. They participate in prolonged discussions with the school community to demonstrate how the advancements align with and enhance the institution's long-term goals and values. Leaders who engage in this practice integrate innovative concepts into the learning process, thereby shaping the institution's identity. This integration facilitates a more cohesive acceptance

process, as staff and students are more inclined to embrace enhancements that align with their shared values. The fundamental components of the school's culture are leaders who promote adaptability and flexibility, allowing the community to respond positively to impending events. This proactive strategy ensures that the institution remains dynamic and adept for continuous advancement. Effective change management relies on data, since it provides leaders with a factual foundation for decision-making and facilitates the monitoring of outcomes and progress (Bernhardt, 2013). Nigerian school authorities extensively utilise data for project design, execution, and the evaluation of reform initiatives. They aggregate information from several sources, including staff feedback, student performance metrics, and community engagement, to inform their strategies. Through this data-driven methodology, executives may identify areas for enhancement, establish specific objectives, and monitor resultant changes. Furthermore, the exchange of open data within the school community promotes evidence-based practices and enables authorities to uphold accountability. This ensures that all participants in educational growth are informed and involved, hence enhancing the legitimacy of the reform process. Additionally, effective change management encompasses strategic financial planning and management (Horngren, 2009). Leaders in Nigerian institutions ensure the efficient allocation of financial resources to support transformative projects. When necessary, they seek supplementary funding and develop a comprehensive strategy based on the financial results of new ventures. Leaders meticulously scrutinise expenditures to ensure appropriate allocation of funds and to prevent budgetary constraints from impeding progress-oriented strategies. The sustainability of change projects relies on intentional financial management, especially in scenarios with constrained resources. Furthermore, transparent financial decision-making and stakeholder involvement in budget discussions aid authorities in building trust and ensuring community backing for financial goals. The efficacy of change management in any project predominantly depends on reflective learning from both parties (Argyris, 1999). Leaders in Nigerian institutions advocate for a contemplative methodology that involves analysing past success, current deficiencies, and future potential. This introspection enables leaders and their teams to learn from

each event, hence improving the success of subsequent projects. They arrange debriefing meetings for personnel and stakeholders to review the consequences of improvements and get feedback. These insights subsequently assist the institution in enhancing strategies and tactics, enabling improved management of change. Leaders affirm that the institution remains versatile and agile, capable of evolving with the educational landscape by incorporating lifelong learning and reflection. This approach not only provides a superior framework for forthcoming adjustments but also cultivates a culture of continuous improvement in which every member contributes to achieving greatness.

Leadership Development and Succession Planning

In the dynamic and diverse environment of Nigerian school corporations, succession planning and leadership development are essential components in the viability and growth of educational institutions. Apart from identifying and empowering future leaders, these processes provide a flawless turnover of leadership to maintain continuity in school governance and strategic direction. In Nigeria, where educational leaders struggle especially due of socioeconomic diversity, rapid policy changes, and technological innovations, demand for well-prepared leaders who understand the local and global educational contexts is vital. Good leadership development programs targeted to the specific demands of the educational sector can equip future leaders with the tools and knowledge needed to drive school improvement and adapt to changing educational expectations. Similarly, careful succession planning ensures that schools never run without qualified leadership, therefore safeguarding the legacy of the institution and its ongoing commitment to high standards of education. Development of leadership in Nigerian institutions mostly focuses on arming current and future school leaders with the tools required to handle demanding assignments and steer their institutions towards achieving given goals. Usually, this development is reached through means of targeted training courses, mentorship relationships, leadership seminars, and practical experiences that collectively increase the potential of a leader to bring about positive changes inside the institution. Among the several broad skills these courses

are supposed to teach are strategic planning, change management, conflict resolution, and community involvement. Moreover, leadership development encourages among school leaders a culture of lifelong learning, which is extremely necessary for keeping up with the fast changes in pedagogy, policy, and education technology. Schools that support comprehensive leadership development projects not only enhance their organisational capacity but also contribute to build a stronger educational system that can better satisfy the needs of students and the society. Succession planning in Nigerian educational institutions is the process of choosing and preparing future leaders to take over retiring or moving on current leaders. This process helps to maintain the uniformity and continuity of school operations as well as to apply long-term educational plans. Schools run the risk of having leadership vacancies resulting from inadequate succession planning that might lead to strategic drift, lower staff morale, and rowdy classrooms. Early on recognition of leadership potential, proactive succession planning gives career development opportunities for these people, and steadily increasing their responsibilities allows them to be ready for future leadership roles, therefore preventing such repercussions. By means of this, schools provide a perfect flow of electricity, so supporting the stability and ongoing growth of the institution. Combining succession planning with leadership development lays a strong basis for continuous capacity development in educational institutions. This integration ensures that future leaders in Nigerian educational settings are not only found but also given the tools and training needed to progressively enhance their leadership skills. Since they are intimately familiar with the culture, issues, and objectives of the organisation, this approach lets executives inside the company develop more naturally. Changing leadership also guarantees a smoother transition since new leaders are already suited for the strategic orientation of the company. Moreover, this integrated approach helps to create a pool of qualified candidates ready to fill leadership roles, when necessary, therefore enhancing the school's resilience and adaptation against changes. Although it is vital, implementing strong leadership development and succession planning in Nigerian institutions cannot be easy. One important obstacle is the lack of resources—including money, time, and knowledge—that would enable these projects to be started and sustained. Complicating

the identification and development of potential leaders are also cultural factors including hostility to change, nepotism, and preference for seniority over excellence. Another challenge is making sure that programs aimed at developing leaders are comprehensive and appropriate for the actual demands of the society and university. Dealing with these challenges requires present leaders to commit themselves to investing in the future by giving succession planning and leadership development high priority and fund allocation top importance. Best practices in leadership development in educational settings stress on a whole strategy that suits the personal and professional growth of potential leaders (Bush & Glover 2014). In Nigerian universities, combining academic knowledge with practical experience is absolutely essential to ensure that future leaders understand both the reality of running a university and the educational ideas. Among the successful approaches are official training classes, observing current leaders, and group or project management of smaller ventures. Including feedback systems allows wannabe leaders to receive useful criticism and mentorship direction. Commonly found in Nigerian institutions, leadership development should also address numerous leadership styles and methodologies to manage multiple leadership styles and methods to tackle socioeconomic and diverse student populations. Furthermore, encouraging networking among leaders from other colleges and educational systems could present fresh ideas and joint opportunities. Following these best practices ensures that one assures comprehensive leadership development and prepares one equipped to lead inclusively and effectively.

A key component of leadership development initiatives, mentoring gives future leaders individualised direction and assistance (Hansford, Tennent, & Ehrich, 2003). Experienced leaders guide possible successors in Nigerian educational institutions, therefore conveying vital leadership qualities and organisational expertise only found in intimate professional interactions. Through practical examples and hands-on problem-solving experiences, mentoring helps close the theory-practice divide. Regular, regimented sessions, well defined goals, and mutual respect between mentors and mentees define effective mentoring programs. Crucially for leadership success in Nigeria's complicated educational environment, mentors not only guide professional

development but also assist mentees across the political and cultural terrain of the school system. Making sure leadership development programs are fulfilling their objectives and offering a return on investment depends on evaluating their results (Avolio, Avey, & Quisenberry, 2010). Leaders at Nigerian institutions evaluate the success of programs aimed at developing their leaders using a range of criteria, including participant comments, development in leadership positions, changes in school management and student results. Program participant surveys and interviews can reveal areas for development as well as the perceived worth of the training. Monitoring participants' job paths following program completion will also help to show the long-term effects of the training. Regular assessments enable schools to better focus their efforts on developing their leaders, therefore enhancing their effectiveness. Good succession planning in Nigerian institutions calls for a strategic strategy to create a large pool of possible leaders, not only of one or two persons ready for certain roles (Charan, Drotter, & Noel, 2011). This approach involves matching leadership qualities required for different roles inside the institution with its long-term objectives. From department heads to possible principals, schools commonly use leadership development programs aiming at various degrees of leadership to guarantee that there are always multiple people ready to occupy these positions. Maintaining worker morale and avoiding impressions of favouritism depend also on open communication about succession plans and clear criteria for advancement. This calculated method guarantees that succession planning covers all angles and gets the institution ready for flawless transfers. Including technology into succession planning and leadership development presents creative approaches to improve these procedures (Bennett, Wise, Woods, & Harvey, 2003). Online tools can enable ongoing education and networking for leaders at different phases of their growth in Nigerian institutions. Aspiring leaders can evaluate their abilities in a risk-free environment by means of virtual simulations and e-learning courses. Technology also makes it possible to track and document leadership development progress and succession planning, therefore simplifying and opening these procedures. Schools can increase their efforts on leadership development and succession planning by using technology, therefore making them more relevant and suited for particular requirements. Starting leadership

development initiatives at Nigerian universities offers a special set of difficulties that could compromise their success. Often the most major obstacle is resource limitations since schools do not have the money to support thorough training initiatives (Bush, 2013). Finding suitable trainers who can provide pertinent and effective instruction also presents additional difficulty since they are aware of the local educational setting. New leadership approaches can also be hampered by internal organisational opposition, particularly in cases with a strong ingrained culture that resists change. School leaders may believe that growth of leaders compromises their authority or sees it as a challenge to their present situation. Schools must give leadership development top priority in budget allocation if they are to overcome these obstacles since they consider it as a necessary investment in the future of the institution. Access to reasonably priced and high-quality training materials might come from local colleges and educational consultants in partnerships. Dealing with opposition calls for open communication on the advantages of leadership development for not only the institution but also personal development. To guarantee their buy-in and dedication, leaders should participate in the organising and running of these initiatives. Schools may greatly increase the success of their leadership development programs by tackling these issues early on, therefore guaranteeing that their graduates are qualified to meet the expectations of the educational sector. Change in organisational culture inside schools depends much on the development of leaders. Changing the organisational culture is crucial as Nigerian educational institutions try to fit fast changing society and technology (Schein, 2014). Programs for developing current educational leadership competencies like digital literacy, inclusive education, and global awareness can help to spark major changes in school environment. Crucially for bringing about cultural transformation, these initiatives assist leaders to acquire fresh beliefs and behaviours. Schools may move towards a more inclusive culture that celebrates every student's contribution by teaching leaders on the need of inclusivity and diversity. Furthermore, development of leaders can foster an innovative and always learning culture, which is essential in the constantly changing educational scene of today. Changing an organisational culture, however, by means of leadership development calls for constant efforts and a calculated approach. It entails

matching the objectives of leadership development with the intended cultural values and always strengthening them by means of frequent training, assessments, and top leadership role-modelling. Good leadership development initiatives also include elements that let leaders test new cultural norms in a conducive context, therefore enabling more gradual organisational transformation. Leaders in any field, but especially in education where choices can have far-reaching effects on students' futures, must be adept in making judgments (Lunenburg, 2010). By exposing future leaders to a range of situations requiring careful analysis and strategic thinking, leadership development programs in Nigerian institutions can improve decision-making abilities. Often including case studies, simulations, and problem-based learning exercises replicating real-life difficulties leaders may encounter, these courses By means of these encounters, aspirant leaders develop their ability to assess issues, weigh several points of view, and make wise judgements. They also come to understand the need of moral concerns and how their choices affect several stakeholders, including staff, parents, and children. Moreover, these initiatives might equip leaders with the necessary ability in managing contemporary educational institutions—that of efficiently using data in their decision-making procedures. Developing these talents, however, calls for a dedication to give leaders continuous chances to improve their capacity for making decisions by means of follow-up training and feedback systems. Leaders who keep improving their decision-making abilities are more suited to run their institutions successfully and meet the dynamic needs of their local communities. Though it is a vital strategic instrument for guaranteeing the sustainability of schools, succession planning is sometimes disregarded in discussions of educational leadership (Hargreaves & Fink, 2006). Good succession planning in Nigerian institutions entails spotting early potential leaders and developing this ability to occupy future leadership positions. This mechanism guarantees that even with changes in leadership, schools are stable and efficient. A methodical and intentional procedure included into the whole strategic planning of the school should be succession planning. It entails building a leadership pipeline fit for the future of the institution and designing particular growth routes for those qualified to occupy higher leadership positions. To equip these people for their future

positions, mentorship, coaching, and leadership experiences also play a part. By means of a strong succession planning approach, schools can help to prevent disruptions usually accompanying leadership changes, therefore preserving continuity in policies, culture, and educational quality. It also shows a dedication to nurturing homegrown talent, which can improve staff loyalty to the university and morale.

Looking ahead, various newly developing themes will probably affect leadership development and succession planning in Nigerian institutions (Spillane, 2009). The demand for leaders skilled in digital technologies and online learning management is resulting from the growing integration of technology into education. Future leadership development initiatives will thus probably give more importance on developing digital leadership capacities. Furthermore, the worldwide push towards more inclusive and fair education calls for leaders with abilities in handling many student populations and applying inclusive policies. The increased awareness of the need for emotional intelligence and soft skills in leadership is another tendency. This awareness will help to build initiatives for leadership development including more courses on resilience, empathy, and interpersonal skills. These changes suggest a more comprehensive approach to equip school leaders—one that blends new abilities needed to negotiate the complicated and fast changing educational terrain with traditional leadership skills. In the classroom especially in varied and dynamic settings like Nigeria, ethical leadership is becoming more and more important. Programs for developing leaders thus concentrate more on inculcating moral judgement and integrity among educational leaders (Begley, 2006.). These courses equip leaders to negotiate difficult moral conundrums and give justice and openness top priority in whatever they do. Many times, training consists of scenarios that replicate real-world ethical dilemmas, giving leaders the skills to manage such circumstances. Moreover, ethical leadership development stresses the need of leading by example—that is, of emulating the values they wish to see all around the institution. This emphasis helps to build a culture of respect and trust, which are absolutely vital for a friendly and encouraging classroom. Schools guarantee that their leaders are ready to make decisions benefiting all students and staff by enhancing ethical leadership

competencies, so preserving the integrity of the institution. Increasingly important in improving leadership development and succession planning in educational institutions is technology (Picciano, 2012). More flexibility and accessibility are made possible by the prevalent usage of online platforms and learning management systems in delivering training and development programs. These technologies allow educational institutions to offer vital chances for continuous professional growth that would help future leaders to acquire necessary skills. By examining performance and engagement statistics among the school staff, data analytics tools can also help to spot leadership potential. Better tracking of progress in leadership development initiatives made possible by technology also enables customised support that fits personal development requirements. As technology advances, its inclusion into succession planning and leadership development keeps offering creative approaches to strengthen the pool of leaders in educational institutions. School administrators must have a worldwide view as the globe gets more linked (Mullen & Jones, 2008). Programs for developing leaders are including more and more global leadership abilities emphasising knowledge of and integration of worldwide educational norms and practices. Among these skills are cross-cultural communication, international cooperation, and knowledge of world policy and educational trends. Exposure to these global aspects helps school leaders to embrace best practices from all around the world and apply them inside their local environments. Furthermore, this global viewpoint helps leaders to consider more extensively the effects of their choices, therefore promoting not just locally relevant but also globally competitive educational initiatives. Global leadership training helps Nigerian school officials with the complexity of a worldwide learning environment. In educational environments, the idea of collective leadership—where leadership duties are shared among a group instead of focused on one person—is becoming popular (Harris, 2008). Programs for developing leaders thus concentrate on equipping all employees in fundamental leadership abilities so fostering capacity for group leadership. This strategy not only makes more people ready to assume leadership positions, therefore strengthening the school's resilience during times of change but also promotes a more cooperative style of school management. Through shared accountability among the

personnel, collective leadership helps them to be more committed to the objectives of the institution and to enable more creative and inclusive decision-making procedures. Schools can build a more dynamic and flexible leadership structure suited to tackle various educational issues by encouraging a collective leadership approach. The success of programs on leadership development and succession planning depends mostly on constant review and change (Goldring, 2009). Schools have to routinely evaluate these initiatives to make sure they are fit for future changes in the educational scene and satisfy present leadership needs. Surveys and interviews with program participants and other stakeholders help to shed important light on program strengths and shortcomings. This input helps institutions to make required changes to their succession planning and leadership development policies, therefore guaranteeing their relevance and effectiveness. Furthermore, schools can keep strong and forward-looking leadership programs ready to properly steer their institutions into the future by keeping aware of the changing needs of the educational sector and including new leadership theories and practices.

The multifaceted relationship between transformational leadership and teacher performance represents a critical domain within educational leadership scholarship, with empirical evidence consistently demonstrating significant positive correlations across diverse educational contexts. This relationship manifests through multiple interconnected pathways, including enhanced professional motivation, strengthened organizational commitment, and the cultivation of supportive institutional climates, with these effects being particularly pronounced in educational settings characterized by high levels of organizational complexity and demographic diversity (Firmansyah et al., 2022). Transformational leadership practices contribute substantially to teachers' professional development trajectories, pedagogical innovation capabilities, and institutional engagement levels, while simultaneously fostering environments conducive to sustained educational excellence and continuous improvement (Prasetyo et al., 2023; Soelistya et al., 2023).

The empirical evidence within Asian educational contexts reveals consistent patterns of improved teacher performance across multiple performance indicators, with the relationship being

mediated by enhanced motivation, elevated job satisfaction levels, and strengthened organizational culture parameters. The robustness of these findings across diverse cultural and institutional contexts suggests the universal applicability of transformational leadership principles in educational settings, while simultaneously highlighting the importance of contextual adaptation and cultural sensitivity in leadership implementation strategies (Firmansyah et al., 2022). Transformational leadership practices demonstrate particular efficacy in environments characterized by rapid educational reform, technological integration challenges, and evolving pedagogical demands (Hidayah & Sulaksono, 2023).

Work motivation emerges as a particularly significant intermediary factor in the relationship between transformational leadership and teacher performance outcomes. The implementation of individualized consideration and intellectual stimulation strategies consistently generates enhanced levels of teacher motivation, which subsequently manifests in improved instructional practices, increased professional development engagement, and elevated student achievement outcomes (Doutel et al., 2023). The relationship between transformational leadership and work motivation demonstrates particular strength in educational contexts where personalized mentoring, targeted professional development opportunities, and high expectations for teacher performance are maintained alongside appropriate support structures (Hidayah & Sulaksono, 2023).

Organizational commitment functions as a crucial mediating variable between transformational leadership and teacher performance, with substantial evidence supporting the positive influence of transformational leadership styles on teachers' institutional commitment levels and subsequent performance outcomes. This enhanced commitment develops through multiple mechanisms, including the articulation of compelling institutional visions, the promotion of collaborative professional cultures, and the establishment of clear expectations aligned with organizational objectives (Soelistya et al., 2023). The strengthened organizational commitment manifests in improved teacher performance across multiple domains, including instructional effectiveness, professional collaboration, and student engagement (Kurniawan et al., 2023).

The Impact of Transformational Leadership on Teacher Performance

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School climate and organizational culture serve as significant mediators in the relationship between transformational leadership and teacher performance outcomes. The substantial impact of transformational leadership practices on institutional climate development occurs through multiple pathways, including the promotion of collaborative professional relationships, the cultivation of shared organizational values, and the implementation of supportive institutional policies (Irawan et al., 2024). These positive school climates create environments conducive to enhanced teacher performance, professional growth, and institutional effectiveness (Raharja et al., 2022).

The integration of emotional intelligence within transformational leadership practices represents a critical factor in enhancing teacher performance outcomes. Emotionally intelligent transformational leadership demonstrates enhanced capacity to understand and respond to teachers' professional needs, facilitate effective communication across organizational levels, and

create supportive environments that promote optimal teacher performance (Prasetyo et al., 2023). This combination appears particularly effective in addressing the complex interpersonal dynamics inherent in educational settings while promoting sustained improvements in teacher performance outcomes.

Work discipline maintains a significant relationship with transformational leadership effectiveness in educational contexts. The establishment and maintenance of high professional standards, coupled with the provision of necessary support and resources, enables consistent achievement of performance expectations (Albuni, 2022). This enhanced work discipline manifests in multiple positive outcomes, including improved instructional consistency, enhanced professional reliability, and increased organizational effectiveness (Soviana et al., 2023).

Achievement motivation demonstrates substantial correlation with transformational leadership practices and subsequent teacher performance outcomes. The promotion of achievement motivation occurs through multiple mechanisms, including the articulation of challenging professional goals, the provision of targeted support and resources, and the recognition of teacher accomplishments (Kurniawan et al., 2024). This enhanced achievement motivation contributes to improved teacher performance across multiple domains, including instructional innovation, professional development engagement, and student achievement outcomes (Pujilestari et al., 2023).

The organizational dimensions of transformational leadership extend beyond individual performance metrics to encompass broader institutional effectiveness parameters and systemic educational outcomes. The development of learning organizations through transformational leadership practices facilitates continuous professional growth trajectories and enhanced pedagogical capabilities among teaching staff, while simultaneously fostering institutional cultures characterized by innovation, collaboration, and sustained improvement (Pujilestari et al., 2023). The systematic implementation of transformational leadership competencies, particularly in areas of vision articulation, intellectual stimulation, and individualized consideration,

demonstrates significant correlation with enhanced teacher performance metrics across multiple institutional contexts (Hidayat et al., 2023; Fitri et al., 2024).

The effectiveness of transformational leadership practices exhibits substantial dependence on organizational support structures and institutional contextual factors. The presence of robust organizational support mechanisms significantly amplifies the positive impact of transformational leadership on teacher performance outcomes, suggesting the critical importance of aligned institutional systems and supportive organizational frameworks (Sudibjo & Hennyta, 2024). This relationship manifests particularly strongly in educational institutions characterized by well-developed professional development infrastructures, clear communication channels, and established support mechanisms for pedagogical innovation (Mulyadi et al., 2024).

The mediating role of teacher competency in the relationship between transformational leadership and performance outcomes represents a critical dimension in educational leadership effectiveness. The development of essential professional capabilities through transformational leadership practices demonstrates significant correlation with enhanced performance metrics across multiple pedagogical domains (Mulyadi et al., 2024). This relationship encompasses both technical pedagogical competencies and broader professional capabilities, including instructional innovation, student engagement strategies, and educational technology integration (Safrul, 2022).

The applicability of transformational leadership principles demonstrates remarkable consistency across diverse educational contexts, including public and private institutions, various educational levels, and different geographical locations. The effectiveness of transformational leadership practices in enhancing teacher performance maintains stability across institutional types, though implementation strategies may require contextual adaptation (Kii et al., 2024). This universal applicability extends to various educational levels, from elementary to secondary education, with consistent positive correlations between transformational leadership practices and teacher performance outcomes (Marlina et al., 2023; Adrianтони et al., 2023).

The relationship between transformational leadership, teacher performance, and student achievement outcomes represents an emerging focus in educational leadership research. The

implementation of transformational leadership practices demonstrates significant positive correlation with enhanced teacher performance metrics, which subsequently manifests in improved student learning outcomes across multiple academic domains (Ginanjar et al., 2024). This cascading effect highlights the broader educational significance of transformational leadership practices and their potential impact on comprehensive educational effectiveness (Meliana et al., 2023).

The interaction between transformational leadership practices and multiple organizational variables demonstrates complex systemic effects on institutional performance outcomes. The synergistic relationship between leadership approach, school culture, and teacher motivation creates multiplicative effects on performance metrics, suggesting the importance of comprehensive organizational development strategies (Berek et al., 2024). This multifaceted interaction extends to various institutional parameters, including professional development systems, organizational communication structures, and performance management frameworks (Sya'diyyah et al., 2023).

The implementation of transformational leadership practices in educational settings necessitates careful consideration of various contextual factors and organizational variables. The effectiveness of transformational leadership in enhancing teacher performance demonstrates significant dependence on institutional climate parameters, professional development infrastructures, and organizational support mechanisms (Rizkie, 2022). The successful integration of transformational leadership principles requires systematic attention to multiple organizational dimensions, including cultural factors, structural elements, and professional development frameworks, while maintaining focus on sustained improvement in teacher performance outcomes and institutional effectiveness (Kurniawan et al., 2023).

The Role of Stakeholder Engagement in Educational Leadership

The conceptualization of stakeholder engagement within educational leadership frameworks represents a complex interplay of organizational dynamics, participatory mechanisms, and institutional effectiveness parameters. Contemporary analytical frameworks

emphasize the multidimensional nature of stakeholder involvement in educational governance structures, particularly concerning decision-making processes, accountability mechanisms, and institutional development trajectories (Richardson et al., 2020). The integration of stakeholder perspectives in educational leadership practices demonstrates significant correlation with enhanced institutional outcomes, improved community relations, and strengthened organizational legitimacy within broader educational ecosystems (Groves, 2014). Empirical evidence suggests that effective stakeholder engagement strategies contribute substantially to institutional reputation enhancement, systematic quality improvement initiatives, and sustainable organizational development processes (Chotimah et al., 2024). The implementation of comprehensive stakeholder engagement frameworks necessitates careful consideration of multiple organizational variables, including communication infrastructures, participation mechanisms, and feedback integration systems.

The technological dimension of stakeholder engagement in educational leadership contexts presents distinct opportunities and challenges for institutional effectiveness enhancement. Contemporary technological integration strategies facilitate expanded stakeholder participation mechanisms, enhanced communication channels, and improved data collection processes for institutional decision-making (Richardson et al., 2020). The emergence of innovative technological platforms has fundamentally transformed traditional stakeholder engagement paradigms, enabling real-time feedback mechanisms, enhanced accessibility to institutional processes, and improved transparency in educational governance structures (Voelkel et al., 2016). Digital transformation initiatives within educational institutions demonstrate significant potential for enhancing stakeholder engagement effectiveness through improved information dissemination, streamlined communication processes, and enhanced participation opportunities across diverse stakeholder groups (Ukeje et al., 2024).

The implementation of competency-based leadership frameworks significantly influences stakeholder engagement effectiveness within educational institutions. Contemporary research

emphasizes the critical importance of developing comprehensive managerial competencies among educational leaders, particularly concerning stakeholder relationship management, communication effectiveness, and organizational development capabilities (Nayak, 2023). The integration of research-driven solutions in leadership development programs demonstrates substantial correlation with enhanced stakeholder engagement outcomes, particularly in contexts characterized by curriculum implementation challenges and organizational change initiatives (Ijakaa & Kingi, 2024). The development of systematic competency enhancement frameworks necessitates careful consideration of multiple leadership dimensions, including transformational capabilities, change management expertise, and stakeholder relationship management skills.

Transformational leadership approaches demonstrate significant effectiveness in enhancing stakeholder engagement within educational contexts through systematic motivation enhancement and change management processes. Contemporary research indicates substantial correlation between transformational leadership practices and improved stakeholder participation outcomes, particularly concerning teacher motivation and institutional change management initiatives (Mayokhi & Mwila, 2024). The implementation of transformational leadership strategies facilitates enhanced stakeholder engagement through multiple mechanisms, including improved communication processes, strengthened organizational relationships, and enhanced institutional commitment levels (Sumampong & Arnado, 2024). The effectiveness of transformational leadership in stakeholder engagement contexts demonstrates particular significance in educational institutions undergoing substantial organizational change or development initiatives.

The integration of participatory leadership approaches in educational quality management processes represents a critical dimension of effective stakeholder engagement. Contemporary research emphasizes the significance of participatory leadership strategies in facilitating continuous quality improvement initiatives through enhanced stakeholder involvement mechanisms (Susanto et al., 2024). The implementation of systematic quality management frameworks necessitates comprehensive stakeholder engagement across multiple organizational

levels, including administrative staff, faculty members, students, and external community stakeholders (Patterson et al., 2021). The effectiveness of participatory leadership approaches in quality management contexts demonstrates substantial dependence on institutional support structures, organizational culture parameters, and stakeholder communication mechanisms.

The role of institutional support mechanisms in facilitating effective stakeholder engagement represents a critical consideration in educational leadership contexts. Contemporary research indicates significant correlation between institutional support infrastructure development and enhanced stakeholder engagement outcomes, particularly concerning research uptake and organizational development initiatives (Mindu et al., 2021). The implementation of comprehensive support frameworks necessitates careful consideration of multiple organizational dimensions, including resource allocation mechanisms, communication infrastructure development, and stakeholder relationship management systems (Sindhvad et al., 2020). The effectiveness of institutional support mechanisms demonstrates substantial influence on stakeholder engagement outcomes across diverse educational contexts.

The development of innovative public engagement practices and partnerships represents a critical dimension of effective stakeholder engagement in educational leadership contexts. Contemporary research emphasizes the significance of systematic stakeholder voice integration in educational accountability policy development and implementation processes (Wills et al., 2009). The implementation of innovative engagement strategies facilitates enhanced stakeholder participation through multiple mechanisms, including improved communication channels, strengthened partnership frameworks, and enhanced accountability systems (Ryan, 2020). The effectiveness of innovative engagement practices demonstrates particular significance in contexts characterized by complex accountability requirements and diverse stakeholder expectations.

The integration of internal quality assurance systems represents a fundamental mechanism for enhancing stakeholder engagement effectiveness in educational institutions. Contemporary research indicates substantial correlation between systematic quality assurance implementation and improved institutional performance outcomes, particularly concerning faculty development

and educational quality enhancement initiatives (Warta et al., 2023). The development of comprehensive quality assurance frameworks necessitates careful consideration of multiple organizational dimensions, including performance measurement systems, stakeholder feedback mechanisms, and continuous improvement processes (Shukla & Japee, 2024). The effectiveness of internal quality assurance systems demonstrates significant influence on stakeholder engagement outcomes through enhanced transparency, improved accountability mechanisms, and strengthened organizational development processes.

The development of systematic assessment frameworks represents a critical dimension in enhancing stakeholder engagement effectiveness within educational leadership contexts. The implementation of comprehensive self-assessment tools facilitates improved understanding of stakeholder competencies and development needs, particularly concerning instructional capabilities and professional growth requirements (Asirit, 2024). Contemporary research indicates substantial correlation between systematic assessment implementation and enhanced institutional effectiveness, with particular emphasis on stakeholder capability development and performance improvement initiatives (Sulfiani et al., 2023). The integration of assessment frameworks necessitates careful consideration of multiple organizational dimensions, including measurement methodology development, feedback mechanism implementation, and continuous improvement process establishment.

The implementation of innovative educational governance frameworks demonstrates significant potential for enhancing stakeholder engagement effectiveness through technological integration and participatory mechanisms. Contemporary research emphasizes the transformative potential of artificial intelligence integration in stakeholder-driven educational models, particularly concerning institutional governance and organizational development processes (Ukeje et al., 2024). The development of comprehensive governance frameworks necessitates systematic consideration of multiple stakeholder perspectives, including administrative requirements, faculty expectations, student needs, and community interests (Ephraim et al., 2024). The effectiveness of innovative governance approaches demonstrates substantial dependence on

institutional support structures, technological infrastructure development, and stakeholder communication mechanisms.

The integration of pedagogical leadership strategies represents a fundamental mechanism for enhancing stakeholder engagement effectiveness in educational transition contexts. Contemporary research indicates significant correlation between systematic pedagogical leadership implementation and improved educational outcomes, particularly concerning student transition processes and institutional development initiatives (Ephraim et al., 2024). The development of comprehensive pedagogical leadership frameworks necessitates careful consideration of multiple educational dimensions, including instructional support mechanisms, stakeholder communication processes, and continuous improvement initiatives (Ijakaa & Kingi, 2024). The effectiveness of pedagogical leadership approaches demonstrates substantial influence on stakeholder engagement outcomes through enhanced educational support, improved transition management, and strengthened institutional development processes.

The implementation of corporate governance dynamics in educational institutions represents a critical dimension of effective stakeholder engagement frameworks. Contemporary research emphasizes the significance of systematic governance structure implementation in facilitating enhanced stakeholder participation and institutional effectiveness (Shukla & Japee, 2024). The development of comprehensive corporate governance frameworks necessitates careful consideration of multiple organizational dimensions, including accountability mechanisms, transparency requirements, and stakeholder relationship management processes (Patterson et al., 2021). The effectiveness of corporate governance approaches demonstrates particular significance in contexts characterized by complex institutional requirements and diverse stakeholder expectations.

The integration of output-based quality assurance mechanisms represents a fundamental approach to enhancing stakeholder engagement effectiveness in educational contexts. Contemporary research indicates substantial correlation between systematic quality assurance implementation and improved institutional outcomes, particularly concerning educational quality

enhancement and stakeholder satisfaction initiatives (Sulfiani et al., 2023). The development of comprehensive quality assurance frameworks necessitates careful consideration of multiple organizational dimensions, including performance measurement systems, stakeholder feedback mechanisms, and continuous improvement processes (Warta et al., 2023). The effectiveness of output-based approaches demonstrates significant influence on stakeholder engagement outcomes through enhanced accountability, improved quality management, and strengthened organizational development processes.

The implementation of wellness-focused leadership approaches represents an emerging dimension in enhancing stakeholder engagement effectiveness within educational contexts. Contemporary research emphasizes the significance of systematic wellness integration in leadership development programs, particularly concerning organizational healing processes and institutional development initiatives (Ryan, 2020). The development of comprehensive wellness frameworks necessitates careful consideration of multiple leadership dimensions, including self-healing capabilities, organizational wellness promotion, and stakeholder well-being enhancement (Mindu et al., 2021). The effectiveness of wellness-focused approaches demonstrates substantial influence on stakeholder engagement outcomes through improved organizational climate, enhanced stakeholder satisfaction, and strengthened institutional development processes.

The integration of transformational motivation frameworks represents a critical mechanism for enhancing stakeholder engagement effectiveness in educational leadership contexts. Contemporary research indicates significant correlation between systematic motivation enhancement and improved institutional outcomes, particularly concerning teacher engagement and organizational development initiatives (Sumampong & Arnado, 2024). The development of comprehensive motivational frameworks necessitates careful consideration of multiple organizational dimensions, including leadership development processes, engagement enhancement mechanisms, and continuous improvement initiatives (Mayokhi & Mwila, 2024). The effectiveness of transformational approaches demonstrates substantial influence on

stakeholder engagement outcomes through enhanced motivation, improved participation, and strengthened organizational development processes.

Barriers to Innovation in Educational Settings

Ongoing challenges in educational innovation extend far beyond surface-level obstacles, manifesting in deeply rooted systemic barriers that fundamentally impact the transformation of learning environments. The dramatic shift toward digital education has exposed critical weaknesses in institutional infrastructures, with two-thirds of educational institutions struggling to maintain consistent quality standards during remote learning transitions. These difficulties stem not merely from technological inadequacies but from fundamental structural issues including insufficient IT infrastructure, limited faculty development resources, and inconsistent access to essential educational technologies. The impact of these barriers reverberates throughout entire educational systems, affecting everything from student engagement to learning outcomes. Traditional institutional frameworks, designed for conventional teaching methodologies, often prove inadequate for supporting innovative educational approaches, creating a systemic resistance to change that persists despite clear evidence of the need for transformation. Furthermore, the financial implications of implementing comprehensive innovative solutions often exceed institutional budgets, forcing compromises that diminish the effectiveness of new educational initiatives. These challenges are compounded by the rapid pace of technological advancement, which requires continuous adaptation and investment in both infrastructure and human capital (Eri et al., 2023). The resulting gap between educational aspirations and practical implementation capabilities creates a persistent barrier to meaningful innovation, particularly in institutions with limited resources or rigid administrative structures.

The intersection of educational innovation and equity presents a particularly complex challenge that extends far beyond simple access to technology or resources. Despite widespread intentions to democratize education through innovative practices, these initiatives frequently reinforce existing social disparities, creating a paradoxical effect where attempts at progress actually widen the achievement gap. Students from disadvantaged socioeconomic backgrounds

consistently show 35% lower participation rates in innovative educational programs compared to their more affluent peers, a disparity that extends across all educational levels. This participation gap is further exacerbated by multiple compounding factors including limited technological literacy, inadequate support systems, and competing life responsibilities that impede full engagement with innovative educational initiatives. The financial burden of accessing advanced educational technologies and resources creates an additional barrier, particularly for students from lower-income households who may lack the necessary devices or internet connectivity for full participation. These systemic inequities create a self-perpetuating cycle where innovative educational practices, despite their potential for transformative impact, actually contribute to the widening of socioeconomic disparities in educational outcomes. The challenge is further complicated by the fact that many innovative educational approaches are designed and implemented without adequate consideration of diverse student needs and circumstances, resulting in solutions that primarily benefit already-advantaged students while failing to address the unique challenges faced by marginalized populations (Greenman et al., 2021).

Healthcare education exemplifies the multifaceted challenges inherent in implementing innovative pedagogical approaches, particularly when addressing issues of equity and accessibility in professional training. Traditional educational frameworks in healthcare consistently fail to bridge the critical gap between theoretical knowledge and practical application, with nearly three-quarters of healthcare professionals reporting significant disconnects between their training and real-world practice requirements. This disconnect becomes particularly pronounced in areas requiring complex skills integration, cultural competency, and adaptive practice methodologies. The barriers to innovation in healthcare education extend beyond simple pedagogical challenges to encompass systemic issues including rigid accreditation requirements, limited clinical practice opportunities, and inadequate integration of emerging technologies. Furthermore, the hierarchical nature of healthcare education often impedes the adoption of innovative teaching methods, with established practices and traditional authority structures resisting necessary changes despite clear evidence of their potential benefits. The successful

implementation of innovative approaches demands substantial institutional restructuring, including comprehensive faculty development programs, reformed assessment methodologies, and enhanced technological infrastructure. These changes require not only significant financial investment but also a fundamental shift in institutional culture and professional mindsets. The complexity of healthcare delivery systems adds another layer of difficulty, as educational innovations must align with both academic requirements and practical clinical needs while maintaining strict quality and safety standards (Constanzo et al., 2024).

The implementation gap between theoretical innovation and practical application represents a formidable barrier in educational settings, particularly evident in professional and technical fields. The disconnect between innovative educational theories and their practical implementation manifests in multiple ways, creating significant challenges for both educators and learners. In medical education specifically, while innovative approaches have demonstrated remarkable potential with a 45% increase in patient self-management behaviors, institutional barriers consistently undermine these potential benefits through various systemic obstacles. These obstacles include traditional educational hierarchies resistant to change, limited resource allocation for innovative initiatives, and inadequate assessment frameworks that fail to capture the full impact of new educational methodologies. This implementation gap is further widened by the slow adaptation of institutional policies and procedures to support innovative approaches, resulting in significant delays and reduced educational effectiveness. The challenge extends beyond simple resource allocation to encompass deeper issues of institutional culture, professional development, and systemic resistance to change. Furthermore, the complexity of modern educational environments requires sophisticated integration of multiple teaching modalities, technological tools, and assessment methods, making successful implementation increasingly challenging. The inability to effectively bridge this gap between theory and practice often results in reduced learning outcomes, decreased student engagement, and diminished return on educational investments. These challenges are particularly pronounced in fields requiring

hands-on experience and practical skill development, where traditional educational models often fail to adequately prepare students for real-world applications (Alshahrani et al., 2020).

The landscape of professional development and continuing education presents unique barriers that significantly impact the effectiveness of educational innovation across various fields. Traditional institutional structures frequently demonstrate remarkable resistance to change, even when presented with compelling evidence supporting the efficacy of innovative approaches. Current data indicates that programs implementing innovative methodologies show a 60% improvement in learning outcomes, yet systemic obstacles continue to impede widespread adoption of these proven strategies. Institutions with rigid administrative hierarchies demonstrate 3.5 times higher failure rates in implementing educational innovations, regardless of the demonstrated benefits. This resistance manifests in multiple forms, including deeply entrenched organizational hierarchies that resist structural changes, limited financial resource allocation for innovative initiatives, and systematic opposition from established educational stakeholders who maintain traditional methodologies. The challenge extends beyond simple organizational resistance to encompass broader issues of professional culture, institutional identity, and established patterns of practice that resist modification. Furthermore, the complexity of modern professional environments demands increasingly sophisticated approaches to continuing education, requiring integration of multiple learning modalities, technological tools, and assessment methods. The financial implications of implementing comprehensive innovative solutions often exceed institutional budgets, forcing compromises that diminish the effectiveness of new educational initiatives. These challenges are compounded by inadequate support systems for professional development, limited time allocation for training and adaptation to new methodologies, and insufficient recognition of the importance of continuous educational innovation in maintaining professional competence (Courish et al., 2023).

The integration of artificial intelligence and advanced technological systems in educational settings introduces unprecedented complexity and challenges to the innovation landscape. Current implementation patterns reveal striking disparities in technological readiness

and institutional capacity, with AI-enhanced educational systems showing potential for 40% improvement in learning outcomes when properly implemented. However, significant barriers persist, with 65% of institutions reporting substantial deficiencies in their technical capabilities and infrastructure. These challenges extend beyond simple technological limitations to encompass broader issues of institutional preparation, faculty expertise, and systemic readiness for advanced educational technologies. The complexity of AI implementation in educational settings demands consideration of multiple factors including data privacy concerns, algorithmic bias, and ethical implications of automated learning systems. Furthermore, the rapid evolution of AI technologies creates additional challenges in maintaining current and relevant educational systems, requiring continuous adaptation and investment in both infrastructure and human capital. The financial implications of implementing comprehensive AI-driven educational solutions often exceed institutional capabilities, forcing compromises that diminish the potential benefits of these advanced systems. These challenges are further complicated by the need to maintain educational quality and accessibility while integrating increasingly sophisticated technological solutions. The resistance to technological innovation often stems from valid concerns about equity, access, and the maintenance of human elements in education, creating additional barriers to effective implementation of AI-driven educational systems (Baskara et al., 2024).

Rural and remote educational institutions face particularly challenging barriers to innovation that significantly impact their ability to implement and maintain effective educational programs. These institutions consistently encounter costs up to 70% higher than their urban counterparts when implementing new educational technologies, creating substantial financial barriers to innovation. The geographical isolation of these institutions compounds these challenges, with rural practitioners reporting 45% lower satisfaction rates with educational resources compared to urban colleagues. These disparities extend beyond simple cost factors to encompass broader issues of infrastructure access, technical support availability, and professional development opportunities. The challenges facing rural education include limited access to high-speed internet connectivity, reduced availability of technical support services, and fewer

opportunities for collaborative learning and professional development. Furthermore, the isolation of rural institutions often results in limited exposure to innovative educational practices and reduced opportunities for professional networking and knowledge sharing. The financial constraints faced by rural institutions frequently result in compromised technological solutions, reduced professional development opportunities, and limited access to educational resources. These challenges are further complicated by the need to maintain educational quality and accessibility while operating within significant resource constraints. The impact of these barriers extends beyond the educational institution to affect the broader rural community, creating cycles of educational disadvantage that can persist across generations (Thepwongsa, 2014).

The evaluation and assessment of educational innovations present complex challenges that significantly impact the adoption and sustainability of new educational approaches. Traditional assessment frameworks capture only 40% of relevant outcome metrics for innovative educational approaches, creating substantial barriers to validating and improving new methodologies. Institutions lacking comprehensive assessment tools show 2.5 times higher rates of abandoning innovative educational initiatives, regardless of their potential effectiveness. This limitation in evaluation capabilities extends beyond simple measurement issues to encompass broader challenges in understanding and quantifying the impact of educational innovations. The complexity of modern educational environments demands increasingly sophisticated assessment methodologies capable of capturing both quantitative and qualitative outcomes. Furthermore, the rapid evolution of educational technologies and methodologies requires continuous adaptation of assessment frameworks to maintain relevance and effectiveness. The challenge of developing comprehensive evaluation systems is compounded by the need to consider multiple stakeholder perspectives, varying learning contexts, and diverse outcome measures. These assessment limitations often result in premature termination of potentially valuable educational innovations, creating significant barriers to long-term educational transformation. The financial implications of implementing comprehensive assessment systems often exceed institutional capabilities, forcing compromises that diminish the effectiveness of evaluation efforts. These challenges are

further complicated by the need to maintain assessment validity and reliability while adapting to increasingly complex educational environments (Cooper et al., 2023).

The implementation of specialized healthcare education innovations faces significant challenges across diverse medical fields, particularly in areas requiring targeted interventions and community health engagement. Current data reveals that healthcare education programs attempting to integrate innovative approaches face multiple systemic barriers, with traditional teaching methodologies often failing to address critical aspects of modern healthcare delivery. The challenge becomes particularly evident in HIV education and prevention programs, where innovative educational interventions have shown potential for significant impact but face substantial implementation barriers (Newman et al., 2019). These obstacles are further complicated by the need to address cultural competency and community engagement in healthcare education, with recent studies indicating that community-based health education initiatives require substantial modification to maintain effectiveness across different cultural contexts (Jones et al., 2023). The integration of trauma-informed care education presents additional challenges, with healthcare providers reporting significant barriers in implementing new educational frameworks despite their demonstrated effectiveness. Current data shows that while interprofessional education in trauma-informed care can significantly improve provider competency, institutional barriers often impede successful implementation of these programs (Cerny et al., 2022). The complexity of modern healthcare delivery systems demands increasingly sophisticated educational approaches, yet institutional resistance and resource limitations continue to hamper innovation efforts. These challenges are particularly evident in multidisciplinary team education, where barriers to implementation affect not only educational outcomes but also directly impact patient care quality (He, 2024). Furthermore, the financial implications of implementing comprehensive healthcare education innovations often exceed institutional budgets, forcing compromises that diminish the effectiveness of new educational initiatives.

The interconnection between educational policy, research, and practical implementation creates complex barriers that significantly impact innovation effectiveness across different educational contexts. The fundamental disconnect between research findings and policy implementation frequently results in misaligned educational strategies that fail to address real-world challenges effectively. Recent analyses demonstrate that educational institutions struggle to bridge the gap between theoretical frameworks and practical applications, with policy implementations often falling short of research-based recommendations (Carvajal, 2023). This challenge is particularly evident in computer science education, where efforts to build effective communities of practice face multiple systemic barriers despite clear evidence of their potential benefits (Umar, 2024). The complexities of implementing educational innovations are further compounded by financial constraints, particularly in developing educational systems where resource allocation presents significant challenges. Studies of higher education funding models, including innovative approaches like cash waqf practices, demonstrate the critical impact of financial barriers on educational innovation (Hussin et al., 2024). These challenges extend beyond simple resource limitations to encompass broader issues of institutional capacity, professional development, and systemic readiness for educational transformation. The impact of these barriers is particularly pronounced in specialized educational contexts, such as agricultural extension services, where innovation efforts must address multiple stakeholders needs while operating within significant resource constraints (K et al., 2024).

The integration of assistive technologies and specialized educational tools presents unique challenges that significantly impact educational innovation efforts, particularly in supporting diverse student populations. Current implementation patterns reveal substantial barriers in adapting educational systems to accommodate students with special needs, with institutions struggling to effectively integrate assistive information communications technology tools despite their demonstrated benefits (Sahito et al., 2024). These challenges are further complicated by the need to ensure equitable access to educational innovations across different demographic groups. Historical analyses of educational pipeline issues demonstrate persistent barriers in broadening

participation in specialized fields, particularly in computing sciences, where cultural responsiveness and equity considerations play crucial roles in innovation success (Charleston & Charleston, 2014). The complexity of implementing comprehensive support systems demands consideration of multiple factors, including technological infrastructure, staff training, and resource allocation. Recent studies of pulmonary education programs highlight the critical importance of systematic approaches to educational innovation, demonstrating that successful implementation requires careful attention to both technical and human factors (Zanni et al., 2014).

The sustainability of educational innovations represents a significant challenge that extends beyond initial implementation to encompass long-term maintenance and adaptation. Educational institutions frequently struggle to maintain innovative programs beyond their initial implementation phase, with resource constraints and shifting priorities often leading to program discontinuation. Research indicates that successful maintenance of innovative educational practices requires sustained institutional commitment, ongoing resource allocation, and continuous adaptation to changing educational needs (Alali & Wardat, 2024). This challenge is particularly evident in healthcare education settings, where the rapidly evolving nature of medical knowledge and practice demands continuous innovation in educational methodologies. Studies of educational interventions in clinical settings demonstrate that maintaining program effectiveness requires substantial ongoing investment in both infrastructure and professional development (Cooper et al., 2023). The financial implications of sustaining comprehensive educational innovations often exceed institutional capabilities, forcing compromises that diminish long-term program effectiveness.

The cultural dimensions of educational innovation present complex barriers that significantly impact implementation success across diverse institutional contexts. Cultural resistance to change manifests not only in organizational structures but also in deeply embedded professional practices and institutional identities. Studies indicate that educational programs attempting to integrate culturally responsive practices face substantial systemic barriers, with traditional methodologies often failing to address the diverse needs of multicultural learning

environments (Charleston & Charleston, 2014). The challenge becomes particularly evident in international educational contexts, where innovative approaches must navigate complex cultural dynamics while maintaining educational effectiveness. Recent analyses of cross-cultural educational initiatives demonstrate that successful innovation requires careful consideration of local cultural contexts, institutional traditions, and community values (Jones et al., 2023). Furthermore, the integration of innovative practices in traditional educational settings often encounters resistance rooted in established cultural norms and professional identities. Research examining educational transformation in various cultural contexts reveals that institutions struggling with cultural barriers show significantly lower rates of successful innovation implementation, regardless of available resources or technological capabilities (Hussin et al., 2024). These challenges extend beyond simple cultural differences to encompass broader issues of institutional identity, professional development, and systemic readiness for educational transformation.

The technological infrastructure required for educational innovation presents significant barriers that extend far beyond simple hardware and software requirements. Current implementation patterns reveal substantial disparities in technological readiness across different educational contexts, with institutions in resource-limited settings facing particularly challenging obstacles. Studies indicate that successful integration of innovative educational technologies requires comprehensive infrastructure development, including robust internet connectivity, adequate hardware resources, and sophisticated support systems (Eri et al., 2023). These challenges are further complicated by the rapid evolution of educational technologies, requiring continuous adaptation and investment in both infrastructure and human capital. Recent analyses of educational technology implementation demonstrate that institutions lacking adequate technological infrastructure show significantly lower rates of successful innovation adoption, with particular challenges in maintaining program effectiveness over time (Baskara et al., 2024). The financial implications of developing and maintaining comprehensive technological infrastructure often exceed institutional capabilities, particularly in rural and underserved areas

where basic technological resources may be limited (Thepwongsa, 2014). Furthermore, the complexity of modern educational technologies demands increasingly sophisticated technical expertise, creating additional barriers related to staff training and professional development.

The assessment and evaluation frameworks for educational innovations present complex challenges that significantly impact program effectiveness and sustainability. Traditional evaluation methodologies often fail to capture the full range of outcomes associated with innovative educational approaches, creating substantial barriers to program validation and improvement. Research indicates that conventional assessment frameworks capture only a fraction of relevant outcomes, particularly in complex educational interventions requiring multiple evaluation metrics (Cooper et al., 2023). These limitations are further complicated by the need to evaluate both immediate and long-term impacts of educational innovations, particularly in healthcare and professional education settings where outcome measurement extends beyond simple academic metrics (Constanzo et al., 2024). The challenge of developing comprehensive evaluation systems is compounded by the need to consider multiple stakeholder perspectives, varying learning contexts, and diverse outcome measures. Studies examining educational assessment methodologies demonstrate that inadequate evaluation frameworks often lead to premature program termination or insufficient program adaptation, regardless of potential effectiveness (Courish et al., 2023).

The resource allocation and financial sustainability of educational innovations represent critical barriers that fundamentally impact implementation success and long-term viability. Current analyses reveal significant disparities in resource availability across different educational contexts, with institutions in developing regions facing particularly challenging financial constraints. Studies examining innovative funding models, including alternative financing mechanisms like cash waqf practices, demonstrate the critical importance of sustainable funding streams in supporting educational innovation (Hussin et al., 2024). These challenges extend beyond simple monetary considerations to encompass broader issues of resource distribution, allocation efficiency, and long-term sustainability. Recent research examining resource allocation

in educational innovation initiatives indicates that institutions struggling with financial constraints show significantly lower rates of successful implementation, regardless of program design or potential benefits (K et al., 2024). The complexity of modern educational innovations demands increasingly sophisticated resource management approaches, requiring careful balance between immediate implementation needs and long-term sustainability requirements. Furthermore, the financial implications of maintaining comprehensive innovative programs often exceed initial projections, creating additional barriers to sustained program effectiveness.

Empirical Review

Transformational leadership has drawn considerable attention from educational researchers as it is believed to motivate stakeholders to generate innovative ideas to improve the effectiveness of school by encouraging them to reframe their perspectives, develop a shared vision, and collaborate to proactively address problems. This review aims to evaluate empirical studies that have investigated the contextual applications and consequences of transformational leadership for school businesses innovation through examining studies utilising data obtained from educational institutions. This review also seeks to gain insights into how transformational leadership influences school innovation, teachers' motivation, students' performance, and organisational change in schools.

In educational settings, leaders can be especially critical because they have the ability to influence the cultural and operational framework of schools. The empirical evidence can shed light on how transformational leaders can shape schools' climate as one that fosters change and innovation amidst dynamic and complex realities of contemporary educational institutions. This empirical review will explore seminal studies and findings in relation with how transformational leadership impacts school innovation, teacher motivation and engagement, students' achievement and how their schools are able to continuously adapt to organisational changes. This review will focus on empirical studies to provide an evidence-laden explanation on how transformational leadership can be a relevant and crucial mechanism for creating continuous improvement and innovation in educational institutions.

Impact of Transformational Leadership on School Innovation

Transformational leadership is well-studied in the context of innovation in schools, and several empirical studies have demonstrated that transformational leadership shapes school innovation by affecting the extent to which new ideas and practices are adopted and utilised. The transformational leader ensures that staff and students are empowered, motivated and enabled to work towards a shared vision and that this thinking extends beyond themselves to other team members. In an environment led by a transformational leader, it is easier for teachers and pupils to propose, pilot and refine new ways of learning that can ultimately lead to positive results.

Smith and Bell (2013) also discussed the impact of leadership. They looked at 15 schools in an urban district that adopted digital learning tools and found that those led by transformational leaders experienced a significant increase in the use of technology in the instructional programme. These leaders were more likely to anticipate resources, provide teachers with professional development, and create an environment where new approaches to teaching and learning with technology could be tried. The researchers concluded that transformational leadership was associated with the successful implementation of innovative practices because such leaders aligned school goals with the larger vision of educational reform and technological change.

Another study – conducted by Anderson and Sun (2015) and investigating the role of transformational leadership – focuses on how school leaders can sustain innovation over time, specifically within the setting of school curriculum reform. Using data collected from 25 schools that were under five-year-long curriculum reform initiatives, the study showed that schools with transformational leaders were more likely to sustain innovations over time, including when teachers grappled with implementation challenges during the initial five years of implementation. The reason was twofold: first, through relationships with their staff, transformational leaders created a school environment where ‘staff worked together as a team, maintained focus on long-term goals, and promoted a shared vision ...’ This was especially important while schools engaged in challenging change processes. Second, many teachers in schools with transformational

leaders accomplished learning targets and testing goals for students, which contributed to sustaining innovation over time.

These studies highlight the indispensable role that transformational school leadership plays in school innovation – leaders who engage their teams, remove obstacles to innovation, and keep the focus on iterative improvement create an environment where innovation can flourish. This portion of the empirical review stresses the fundamental role of leadership for innovation both in starting it and sustaining it over time, generating lasting gains in education outcomes.

Transformational Leadership and Teacher Motivation

It is fair to say that transformational leadership has considerable effects on teacher motivation, and many empirical studies demonstrate that leaders with transformational qualities create environments in which teacher motivation, ultimately teacher engagement, satisfaction and professional development, are high. Teachers are likely to be motivated if their leaders stimulate them to higher ideals and goals, promote intellectual stimulation, and acknowledge them as individuals. ‘Inspirational motivation, intellectual stimulation, and individual consideration’ are the arrows of the transformational leader, and they can be (and have been) shown to have positive effects on teachers’ motivation. These effects are crucial because motivated teachers will likely engage in innovative practices conducive to good overall school performance.

In a study of 20 public schools, Lee (2012) found committed and engaged teachers under transformational leaders. Though the study used surveys to measure teacher motivation, Lee found that teachers under transformational leaders who regularly found engaging and motivating ways of communicating, set goals for success, and provided more opportunities for professional development reported higher levels of job satisfaction and professional commitment. The results suggest that transformational leadership plays a crucial role in building up teachers’ intrinsic and extrinsic motivation and overall job satisfaction.

In a similar vein, Taylor (2014) examined the connection between transformational leadership and teacher retention in a mixed-methods study administered in 30 secondary schools. Taylor measured the effectiveness of leadership styles in motivating teachers to remain in their

posts, using a combination of surveys and interviews with teachers to establish whether a correlation existed between leadership styles and the likelihood of teachers staying on the job. The study found that educators were more likely to persist in their roles in schools that emulated transformational leadership, as it enabled them to combat stress due to observations, administration, challenging pupils and rigorous workloads. They felt more valued and recognised for their efforts, happier in their work environment, and had access to increased support for their wellbeing and performance from their leaders.

However, studies do not all show a straightforward positive effect of transformational leadership on teacher motivation: Harris and Johnson (2016) found that, under some circumstances, transformational leadership did not have a significant positive impact on teacher motivation, especially in under-resourced schools, where a lack of resources and other external pressures seemed to dilute the effect of leadership. This suggests that, while the motivation provided by transformational leadership is indeed real, it is also subject to certain conditions, such as a steady supply of resources and manageable workloads.

The evidence indicates that transformational leadership generally leads to higher levels of teacher motivation. Specifically, teachers' levels of motivation and commitment to their work are higher in an environment where they are supported by inspirational leaders, who recognise and appreciate individual contributions, and who cultivate a collaborative, supportive environment for professional learning. What these findings imply is that there are contextual factors that may limit the full potential of transformational leadership in specific settings, due to resource-related challenges.

Student Outcomes Under Transformational Leadership

As vast empirical research shows, transformational leadership also leads to better student learning outcomes by creating a positive school culture that promotes teacher use of a learner-centred teaching model. Teachers are positively influenced to collaboratively set a shared vision centred on student learning through their supervisor, holding them accountable and encouraging them to have high expectations that their students can learn.

In a multisite, mixed-methods study of 50 schools across several regions, Jones (2016) found that students from schools led through transformational-style leadership consistently scored higher on standardised tests than those from more traditional-style led schools. The study used quantitative instruments (test score data) and qualitative instruments (teacher and head of school interviews). Jones concluded that transformational leaders improved student outcomes by empowering teachers to innovate in the ways in which they taught and by creating scenarios and learning environments where students felt they had agency and ownership of their learning.

In a similar vein, research by Green (2017) on the effects of transformational leadership on student engagement in school contexts examined whether transformational leadership matters for how teachers engage with student learning in 25 different schools. The authors found that there was a clear causal effect of transformational leadership on student engagement, where transformational leaders encouraged a sense of shared vision and purpose for teaching and learning, fostering collaborative learning by encouraging their teachers to use more participative methods of instruction that were more experiential and interactive. This led students to be more invested in their own educational experiences, which translated into better academic outcomes and greater enthusiasm for learning.

However, such effects are modulated. In my view, a study by Martin and Li (2018) is worth mentioning here since they rightly or wrongly suggest that ‘transformational leadership can significantly positively impact student outcomes, but it is not the only major determinant’. They add that parental involvement and teacher quality are strong predictors of student outcomes. In urban schools, where they examined the issue when transformational leadership was present, it tended to improve student performance. However, this was enhanced when solid parental involvement and high-quality teachers were in place. A system, not just a leader, makes a difference in what goes on in a school.

In summary, there is strong empirical evidence for both a direct and indirect positive impact of transformational leadership on student outcomes. Transformational leadership creates a culture of collaboration and innovation that enables teachers to improve their instructional

practices and student learning experiences. Creating these conditions for teachers requires feedback on classroom practices and student outcomes, effective recruitment and professional development of teachers, sound curricular design, and support from parents who value education. This all points to the need for balanced reform that looks at our K-12 system.

Organizational Change and Adaptation in Schools

Transformational leadership is often lauded for creating an organisational climate that supports change and adaptation in schools. Empirical studies also evidence how ‘transformational’ leaders, compared with other leaders, are particularly efficient in steering schools through processes of change, such as changes connected with curriculum reforms, technological integration, and shifts in external policy agendas. Through stimulating their employees’ collegiality, creativity and ‘canny flexibility’, transformational leaders assist schools in making informed decisions and, in turn, dealing and coping with the external and internal conditions schools now face.

In a study by Moolenaar et al. (2010), transformational leadership was important for managing organisational change in 30 primary schools. The study looked at how transformational leaders help to change teacher pedagogical practices and the organisation of the schools and how this allows schools to keep up with increasing technological demands and movement towards more child-centred and flexible pedagogical practices. It was found that schools where transformational leaders were present were better equipped to adapt because these leaders were able to create a culture where teachers felt supported in trying new things. Teachers in schools with transformational leaders reported that they felt encouraged to experiment with new technologies and teaching methods, which made them better equipped to support and lead through change.

Fullan (2011) examined the effects of transformational leadership on schools in the process of curriculum reforms. His longitudinal study involving 40 schools implementing national curriculum change found that transformational leaders were critical in helping schools navigate the process. The transformational leaders considered in Fullan’s study fostered buy-in by

including staff in decision-making and clarifying communication throughout the process of the reform. The leaders were able to create a strong shared vision, which increased buy-in for the reform and made the change process more successful overall.

However, not all schools experience equally transformative-led change and adaptation. Evans and Jones (2014) found that lower-resourced schools often encounter more barriers to change than their higher-resourced counterparts. They learned that, in combination with transformational leadership's ability to promote a culture of innovation, the absence of adequate resources sometimes prevented successful organisational change. Context, then, is key.

To conclude, transformational leadership appears to be a precursor to effective organisational change and adaptation in schools. Transformational leaders develop cultures where the staff feel empowered to embrace change and innovation. However, the success or failure of this endeavour is often dependent upon the context in which the school leader works. Although they take steps to effect change, organisational and contextual factors, particularly those that affect resources, can hinder or support the influence of transformational leadership on school change.

Leadership Development and Capacity Building

Developing transformational leadership skills is critical to sustain the long-term vitality and resilience of educational organisations. Leadership preparation programmes and capacity-building efforts aim to provide school leaders with the necessary skills to foster innovation and change as well as to raise educational outcomes. Research has been devoted to exploring different methods for developing transformational leadership competencies of educational leaders. These have included continuous professional learning, mentoring, and experiential learning.

Brown and Lewis (2015) examined the extent to which leadership development programmes positively impacted the effectiveness of 50 secondary-school principals. The research focused on programmes designed to strengthen transformational leadership attributes, including the ability to articulate a vision, motivate others and create working conditions that encourage staff cooperation and collaboration. The study found that principals who participated

in leadership development programmes increased their ability to motivate teachers, create a culture of staff innovation, and manage change effectively. Brown and Lewis concluded that organised leadership development programmes are vital for preparing school leaders with the skills needed to flourish in an educational environment that is constantly evolving.

In a study, Day and Sammons (2016) explored the value of mentoring in strengthening transformational leadership competencies with a particular focus on 30 schools in England. Administrators with access to seasoned mentors showed more readiness to perform transformational leadership behaviours. The mentors provided support in personnel management, innovation, and navigating politics during difficult organisational transformations. The study highlighted the direct impact of mentoring on empowering school leaders and the effective use of transformational leadership concepts in managerial practices. Still, there are studies showing that there is a need to tailor leadership development programmes to the individual requirements of schools and their leaders.

Anderson et al. (2018) found that leadership programs placed in under-resourced schools failed because they did not acknowledge the unique challenges that an under-resourced school might face. Evidence from the research showed that universal leadership training for all might not be an effective way for resourced-constraint schools and that capacity-building programs must be tailored to meet the specific demands and constraints of the different educational institutions. To reiterate, leadership development and capacity building programmes are extremely important for generating transformational leadership in the school setting. Empirical results show that professional development programmes, mentoring and context-specific training are important in equipping school leaders with the necessary skills in helping them to promote change and innovations. The effectiveness of these programmes might be influenced by the availability of resources as well as the unique obstacles that might be present in different schools.

Conclusion and Implications for Future Research

This empirical review has demonstrated that transformational leadership contributes towards a wide range of school outcomes (innovation, teacher motivation, teaching quality, pupil

learning outcomes, etc). It has the capacity to create the conditions that enhance creativity, collaboration and a culture for continuous improvement. Transformational leadership appears to be particularly effective in 'progressive' initiatives such as innovation, organisation change and in creating the capacity to develop and enact school priorities that align with broader education reform agendas.

However, the review also highlighted some difficulties and constraints. The transformational capacity as a leadership style is likely to be constrained in situations of under-funding of the school as financial and material will affect the ability. In addition, although transformational leadership improves motivational attitudes of teachers, the effectiveness of transformational leadership in schools is likely to be contextually moderated, for example, in school culture or school resources. Nonetheless, the role of transformational leadership in improving school business innovation is likely to be positive but the effect in a specific context such as Nigerian schools is still under-researched.

Gaps in the Literature

Based on the literature reviewed so far, this study seeks to address the following key gaps in the literature:

Limited Understanding of the Role of Transformational Leadership in Nigerian Schools:

While transformational leadership has been studied in various contexts, there is limited empirical research focusing on its application in Nigerian schools. Given the unique socio-economic and cultural dynamics of Nigeria, this study will explore how transformational leadership can effectively foster innovation and improvement in Nigerian school businesses. This is a significant gap as most leadership studies are based on Western contexts.

Insufficient Exploration of Leadership Styles and Innovation: Although there is existing literature on leadership in education, the specific influence of transformational leadership on the implementation of innovative practices in school operations has not been thoroughly explored, particularly in Nigeria. This study aims to investigate how transformational leadership traits directly contribute to school innovation and continuous improvement.

Impact on Non-Academic Outcomes: Most of the current research on leadership in schools focuses on academic outcomes such as student performance and teacher effectiveness. There is limited research on how transformational leadership affects non-academic outcomes, such as teacher morale, school culture, and student well-being. This study will address this gap by examining the broader impact of transformational leadership on these non-academic aspects of school life.

Lack of Longitudinal Studies on Leadership and School Improvement: Existing studies have primarily focused on the short-term impact of leadership on school innovation and improvement. There is a gap in understanding the long-term effects of transformational leadership, especially in sustaining changes and innovations over time. This research will explore how transformational leadership practices in Nigerian school businesses can lead to sustained school improvement over an extended period.

Summary of Literature Reviewed

This literature review of transformational leadership in schools describes the theory's core concepts and shows how this form of leadership has been used to transform schools across the country. Transformational leadership was originally developed by the American political scientist James MacGregor Burns and later extended by the scholar Bernard M Bass to the business world. Transformational leaders are those who rouse the enthusiasm and commitment of followers to go beyond their own self-interests and commit to the wider interests of the organisation. Transformational leadership is the most appropriate metaphor for leaders of schools because it captures both the culture and operational effectiveness of education.

It has been found to promote a more positive school culture and climate, lead to innovative pedagogical practices and support improvements to school and student outcomes. Viewed as visionary and inspirational leaders, transformational leaders create an environment where teachers feel empowered to try new ways of teaching and learning, which can contribute to continuous improvement within their schools. For instance, there is a wealth of research showing that transformational leadership leads to higher levels of teacher motivation which, in turn, can

increase teacher job satisfaction and improve classroom performance, this impacts positively on students' engagement and achievement. The significance of effective leadership cannot be overemphasised.

Transformational leaders are also better able to harness change and changeability. They are visibly at the helm of schools with dynamic cultures, brimming with energy and creative possibilities. They are able to guide their schools through turbulent times, when the pace of change is fast – such as with technological innovations and policy shifts. They similarly don't shy away from shaking things up when it's necessary for their schools to remain relevant and effective in their ever-changing contexts. This type of leadership stretches far beyond institutional self-interest, with the school and its students at its heart. It is geared towards leveraging external pressures, rather than becoming blindsided and frustrated by them. In doing so, it facilitates the effective use of new technologies and also changes how these are incorporated into pedagogical innovation.

However, the literature also points out the difficulties that can arise with transformational leadership, such as poor change management and the complications of implementing educational reform. Therefore, transformational leadership must be part of a lifelong process of professional development and mindful of the barriers to effective practice. Emphasising the importance of developing leadership capacity, leadership development programmes can assist educational leaders to understand how to create 'conditions' that will allow an innovative and high-performing environment. The research reveals that, to maintain transformational practices, leaders need to continue with training and support to sustain these essential leadership practices that can be used in schools to promote their success and improvement.

CHAPTER 3

RESEARCH METHODS AND DATA COLLECTION

Introduction

The purpose of this chapter is to offer an explanation and justification of the research design that was used for this specific investigation. With the use of an exploratory methodology, the objective of this research is to investigate the journey of leadership along the path that leads to continuous improvement and innovation in school businesses. Jean Piaget (1964) asserts that the primary objective of education is to produce individuals who are capable of doing new things, rather than just repeating the actions that have been taken by previous generations – people who are creative, inventive and knowledge-hungry. More than just improving our schools and businesses, innovation is also needed to meet today's and tomorrow's global challenges.

The worldwide trend toward enhanced accountability of school businesses operates under the assumption that schools are able to build their capacity for ongoing improvement. Although policymakers, scholars, and practitioners all agree that it is important to establish school-wide capacity for continuous improvement, there is still relatively little empirical data to support this assertion. (Hallinger and Huber, 2012). People, especially those in positions of authority, treat adaptive challenges like technical problems (Heifetz and Linsky). This is the single most common cause of leadership failure that we have been able to identify, whether it be in politics, community life, school businesses, or the non-profit sector (2002). Realizing that both improving and inventing are vital and that both need to be a part of one's leadership repertoire is a significant task that faces all leaders, including those in school administration. This is a challenge that faces all leaders, including those in school administration. One of the most crucial elements in implementing constructive change within an organization is leadership. If a business lacks leadership, or other business organization, the company or organization will not be able to change in the way that they want it to and may instead experience negative change.

Researchers in the field of education have been developing a knowledge base on the performance of schools and ways to enhance them, and according to Barber (2004), their results have coincidentally shown that school leadership and instructors do, in fact, make a difference among students. Many recent empirical studies have sought to explore the relationship between school leadership and contextual variables. These studies include those conducted by Heck and Hallinger (2009), Day and colleagues (2010), and Opdenakker and Van Damme (2007). According to Day and colleagues (2010), as the ability for improvement becomes more broadly dispersed within a school, there is a corresponding increase in the amount of collaborative leadership. The literature on school reform and effectiveness have repeatedly emphasized the importance of the Leadership (principals and head teachers) in delivering effective leadership and supportive management at schools. This is the case regardless of the type of literature (Cheng, 1996; Jackson, 2000; Mulford & Silins, 2003). In this context, some researchers have identified a range of behaviours that characterize effective principals and head teachers, whereas, in the last two decades, the research on school effectiveness has yielded a more focused list on the topic. In this context, some researchers have identified a range of behaviours that characterize effective principals and head teachers (Dimock, 2002; Gaziel, 1995; Krug; Ahadi & Scott, 1990; Murphy, 2002).

The abilities of the head teacher, who is also the manager of the business, and every other staff member's capacity for leadership (teachers) are both essential to the success of any school businesses. The ultimate responsibility for the standard of instruction provided by the institution rests with the principal, as well as other members of the administrative staff. Recent years have seen a surge in interest in leadership models that promote the sharing of responsibilities as well as authority among those in positions of power. Hersey and Blanchard (1981) postulated in their Situational Theory Model that effective leadership requires some prerequisites: learn the situation and then choose a leadership style appropriate to that situation. In defence of himself, Lamb (2013) said that a manager who applies participatory leadership theory tries to include others in

decision-making as opposed to making all the choices alone. This fosters more dedication and teamwork, which results in better choices and a more prosperous company.

These days, it is concerning to see the detrimental consequences that ineffective leadership may have on student achievement as well as the expansion of a school's business. This pernicious action has contributed to the high level of decadence that has been experienced in the educational sector of the Nigerian economy. Furthermore, it has resulted in a decline in children enrolling in public schools and a surge in the creation of private schools, many of which are managed like business centers without the specialized knowledge required to run this sort of enterprise.

Heifetz and Linsky (2002) opined that, the single and most common source of leadership failure we've been able to identify – in politics, community life, school businesses or the non-profit sector – is that people, especially those in positions of authority treat adaptive challenges like technical problems. The important challenge facing all leaders including school set-up is to realize that both improving and innovating are necessary and that both need to be a part of their leadership repertoire. As a result of their research, Hao and Yazdanifar (2015) came to the conclusion that leadership is one of the most important factors in bringing about positive change within an organisation. This change enables the organisation to improve and be innovative in the current business environment. If there is no leadership within the business organisation, the organisation will not be able to change in the direction that they desire and may instead experience negative change. This corroborates Park, et al., (2014) position that, since learning does not have an end, leaders need continuous improvement of their leadership skills and knowledge to be competitive in today's business market.

Frost, (2011) in his reaction believes that, teachers really can lead innovation; build professional knowledge; develop the capacity for leadership, and teachers really can influence their colleagues and the nature of professional practice in their schools. However, what is abundantly clear is that teachers are only likely to do these things if they are provided with appropriate leadership support. Innovation can occur in curriculum, personnel, budget, community engagement, learning, teaching and outcomes. However, this innovation does not

arise spontaneously; its practice depends on how the school businesses is been led and managed, and approaches in these are determined to a large extent by approaches to business and governance (Ponnusamy, 2019). Research conducted in the United States of America, Canada, the United Kingdom, and Australia has unequivocally demonstrated that effective school leadership is a critical component in the overall effectiveness of schools (Hallinger & Heck, 1996; Leithwood et al., 2004). However, what is required is an understanding of how school businesses leadership can facilitate transformation, improvement, and innovations rather than merely contributing to the maintenance of the status quo. According to research conducted by Hallinger and Heck (2011), the development of school businesses operations necessitates the implementation of leadership practices that centre on the establishment of circumstances conducive to professional learning.

According to Bell & Bodie (2012), Leadership – whether in school businesses, sports, family, religion, other business ventures or in politics; is seen as the catalyst of organizational success and failure. The school improvement and effectiveness literatures have consistently highlighted the importance of Leadership (principals and headteachers) in providing effective leadership and supportive management in schools (Cheng, 1996; Mulford & Silins, 2003). According to Jackson (2000) previous proposal, company improvement may be thought of as a journey, and the obstacles that enterprises encounter in improving their operations are partly influenced by where they are in the trip. Higher levels of customer loyalty, service, creativity, and eventually profitability are the result of passionate and engaged employees, which are fostered by good leadership.

The goal of this study is to increase interest in this field and look at the part leadership plays in helping school operations experience continuous improvement and introduce fresh innovation to address the difficulties that the twenty-first century has to offer. This agree with Jaffee 2012) that school improvement is a journey while (Jackson, 2000; Fullan, 2002) said it is conceptualized in two ways; alteration of the first and second orders, respectively. The first order or top-down change implies the role of policy makers and district administration to provide

guidelines and resources for change; the role of principal and headteacher is more of an instructional supervisor to create an environment that directly influences the quality of instruction and curriculum to drive innovation. (Cuban, 1984; Hallinger, 2003).

This chapter concentrates on the study's methodology, specific research design, and philosophical underpinnings. Additionally, it discloses the empirical component of the study, which comprises the research population and sample, materials or instrumentation, procedures and ethical assurances, and data collection regarding the driving force behind innovation and continuous improvement in school businesses by school leadership. Within the scope of this investigation, a qualitative research approach, namely the Case Study design, has been selected. or method to generate interpretation and address the research inquiries. The goal of the study is to conceptualize innovation and continuous improvement as a journey with leadership serving as the drivers, using the chosen qualitative research technique.

Research Approach and Design

Research methodology is a broad technique that the researcher uses in the process of carrying out the research project, according to Leedy and Ormrod (2001), who described research methodology as an orchestrating dynamic for data gathering methodologies utilised for research. According to Creswell (2014), Research design is a plan to answer your research question while a research method is a strategy used to implement that plan. Research design and methods are different but closely related, because good research design ensures that the data you obtain will help you answer your research question more effectively. There are several different methods for conducting qualitative research; however, Leedy and Ormrod (2001) recommend the following five;

Case Studies,

Grounded Theory,

Ethnography,

Content Analysis, and

Phenomenological.

Creswell (2003) describes how these methods meet different needs. For instance, case studies and grounded theory research explore processes, activities, and events while ethnographic research analyses broad cultural-sharing behaviours of individuals or groups. Case studies as well as phenomenology can be used to study individuals.

For the purpose of generating interpretation and responding to the research queries, the current study has chosen to conduct qualitative research, using the Case Study design or method. Yin (2014) defines a study design as a process that moves from "here" to "there," with "here" being the starting set of questions and "there" being the collection of responses. The concept of "fitness of purpose" is the guiding principle behind the design of research projects (Cohen, Manion, and Morrison, 2007), the study's chosen qualitative research technique attempts to conceptualise innovation and continuous improvement as a journey with leadership serving as its drivers.

Any study that yields results that were not obtained via the use of statistical processes or other quantitative techniques is considered qualitative research. According to this description, results or conclusions from qualitative research might take the shape of stories, narratives, amounts, scenarios, theories, hypotheses, etc. The fact that no quantitative or hybrid methodologies are used in the operations before creating the findings is what distinguishes it as a qualitative approach. Within the framework of the qualitative method, the researcher is able to examine and acquire a more profound comprehension of the complexities of a phenomenon, while the quantitative technique offers an objective measurement of reality. (Ary Jacobs, Irvine, and Walker 2018; Auerbach and Silverstein 200; Adams, 2008; Agee; Hancock, Ockleford, and Windridge, 2014; Glaser and Strauss, 2017).

In contrast, quantitative studies, particularly experimental ones, have a tendency to control observations or assume that they are stable. Focus groups, case studies, and in-depth interviews are the kind of methods that are most likely to be used in qualitative research studies in order to uncover answers to these problems. According to Nieuwenhuis (2007), the phrase "qualitative research" encompasses a broad variety of methodologies, including the interpretative and

constructive approaches to research. The construction of meaning is fundamental to comprehending qualitative research. Individuals may socially build meaning by their interactions with the outside environment, suggesting that reality is neither static nor singular. According to Merriam (2002), there are "multiple constructions and interpretations of reality that are in flux and that change over time." This is an alternate viewpoint about the nature of reality.

In its most basic form, qualitative research employs the naturalistic technique, which seeks to grasp a phenomenon in context-specific settings. These settings include "real world" scenarios in which the researcher does not attempt to exert control over the phenomenon of interest (Merriam, 2002; Golafshani, 2000 and Cresswell, 2007). So, unlike the Quantitative research design, Qualitative research is sometimes called "Naturalistic Inquiry" because it tends to: Answer research questions rather than test a hypothesis, seldom look at the effectiveness of an intervention, Examine the perceptions actions, and feelings of participants and obtained detailed information from interviews, content analysis, or observations.

Qualitative research is therefore concerned with aspects of reality that cannot be quantified, focusing on the understanding and explanation of the dynamics of social relations. Maxwell (2013) argues that qualitative research terms should be associated with a universe of meanings, motivations, ambitions, beliefs, values, and attitudes, which corresponds to a more profound space of interactions, processes and phenomena that cannot be reduced to the operationalization of variables. On the other hand, in quantitative research, the data can be quantified. Due to the fact that the samples are almost always rather big and are thought to be representative of the population, the results are taken as if they constituted a general and sufficiently comprehensive view of the entire population (Martin & Bridgmon, 2012).

Disciplines such as mathematics and statistics assume a fundamental importance in the process of analysis and generalization of the results obtained. Accordingly, "qualitative researchers investigate phenomena in their natural environments, attempting to comprehend or make sense of occurrences by analysing them through the lens of the meanings that people ascribe to them. It starts with acknowledging that there are many diverse ways to interpret the world, and

its focus is on comprehending the meanings seen by the subjects of the study as well as their perspective on it as opposed to the researcher's (Denzin and Lincoln, 2005). In addition, Cohen (2007) cites Kirk and Miller (1986) and Burrell and Morgan (1979) to demonstrate that the primary objective of qualitative research is to comprehend and provide an explanation for the specific and one-of-a-kind individual case, rather than the general and universal. The focus of qualitative research is on a social world that is subjective and relativistic, rather than an external reality that is absolute.

Thus, the basic premise is that people's views of their own actions may be better understood when they are placed in their social context. Interpretivism by definition values qualitative data in the quest for knowledge, and the research paradigm's focus on a situation's singularity adds to the fundamental need for an in-depth understanding of the setting (Kelliher, 2005; Williams, 2000). In addition, there is no attempt made to change the conduct of the participants (Ary, Jacobs, Razavieh, and Sorensen, 2006; Cresswell, 2007). As a result, the researcher who is conducting this study endeavours to get a comprehensive understanding of the social reality by focusing on the ways in which the individuals who are participating in the study view their leadership and activities and how it engenders Innovation and Continuous Improvement in school businesses.

Using a variety of sources of information (such as documents, audio-visual materials, observations, and interviews), case study research is a qualitative method that involves an investigator exploring a bounded system (a case) or multiple bounded systems (cases) over the course of time. This is accomplished through the collection of in-depth data. Following this, the investigator will submit a case summary as well as themes that are based on the case. This definition was provided by Cresswell et al. (2007). The most popular approach in academia for scholars interested in qualitative research is the case study technique (Baskarada, 2014). According to Roth (1999), a case study is an empirical research approach that is used to examine a modern phenomenon, with an emphasis on the case's dynamics within a real-world setting.

In addition to reviewing the case study methodology used to look at female leadership in Thailand, Phondej, Kittisarn, and Neck (2010) provided an overview of the seven phases that are utilised in a case study methodology, which are as follows:

Rationale for the Research Methods and Research Paradigm: Selecting a suitable paradigm is one of the most important choices researchers have to make when planning a study, according to Maxwell (2005). In addition, paradigms usually highlight certain studies that are seen to be excellent examples of these assumptions and methodologies as well as particular methodological tactics associated with them. In contrast to scientific paradigms, which focus on deduction at a superficial level, this work takes a closer look at research methodologies. More specifically, positivist social science is a paradigm that applies to quantitative research, according to Neuman (2006). This research is based on the constructivist paradigm, which is based on a certain pattern or set of assumptions about reality (ontology) and a method of knowing reality (the knower and the known). Put another way, the research worked closely with the participants via observations, interviews, document analysis/reviews of natural setting occurrences (epistemology), and certain reality-seeking techniques in order to properly understand the phenomenon.

Justification for the Case Study Method: Case studies encourage data triangulation by providing observers with the chance to gather information making use of a wide range of techniques, including surveys, interrogations, experiments, and so forth, all under the auspices of a single study. Eisenhardt, (1989) argued that case study is largely exploratory and explanatory in character and it is used to (Stewart, 2014; Yin 2014) It is recommended to acquire understanding of the issue in real-world scenarios and to be encouraged to answer research inquiries about how and why, or less typically regarding what. Through the use of qualitative case study technique, researchers may investigate complex phenomena in-depth within a particular setting. (Yin., 2014).

Standards for Evaluating Case Study Design Quality: Researchers aim for perfect validity and dependability. But achieving them is next to impossible. While dependability is proving a study's operations, it is possible to repeat the procedures of data collection while obtaining the same

results authenticity is providing an impartial, truthful, and balanced account of social life from the perspective of someone who experienced it on a daily basis. (Neuman, 2006; and Yin, 2003). According to Yin (2003), there are other important criteria for evaluating the calibre of research designs. He provided a list of four tests that may be used to determine the calibre of any empirical social study. Specifically: Dependability validity, External validity, Internal validity, and Construct validity, in that order.

Designing the Case Study: According to Baskarada (2014), the case study approach is the method that is used the most often in the academic world by researchers who are interested in qualitative research. It has the potential to be regarded as the most effective approach currently available for formulating hypotheses and generalising the results of research. A large sample size is not required for the case study technique, which also seeks to achieve analytical generalisation, employs several methods of data gathering and analysis, and triangulates data analysis. A typical case study approach is shown in the image below, which provides a description of the general high-level processes that a researcher takes within the context of conducting a case study. The case study technique may be broken down into three distinct phases: the first phase is the phase of defining and designing the case study, the second phase is the period of preparing, collecting, and analysing the data, and the third step is the phase of analysing and drawing conclusions.

Standards for Choosing a Case Design: The first component of the procedure is the choosing of either a single or a multiple case design. Based on the findings of Yin (2003). The usage of a single case design is possible in one of three situations: when the case is extreme or singular, when it represents a vital instance to test an established, well-formulated theory, or when it exhibits a phenomenon that hasn't been discussed before. Since none of these requirements were satisfied for this study, there was no need for a design that just included one instance. Several case designs are used depending on the kind of study that will be done. The topic of this study is school leadership. It attempts to leverage the experiences and views of School leaders (principals, headteachers and head of departments) to construct a comprehensive theory of the condition that

leads drive Innovation and Continuous Improvement in school businesses in Nigeria. A multiple holistic design was thus necessary.

Data Collection: At the time of data collection, there are three key considerations that must be taken into account. The discovery of the data gathering sources is the first step. The choice of the methodology for the actual collection comes next, and then it is necessary to schedule the time allotted for this activity. This research uses a variety of data sources, such as interviews and document reviews, to investigate construct validity and dependability. (Veal, 2005; Yin, 2003; Neuman, 2006).

Analysis of Case Studies: Interpretive philosophy is often the foundation for qualitative data analysis, which looks at the symbolic and meaningful content of the data (Nieuwenhuis, 2007). According to McMillan and Schumacher (2001), qualitative research makes use of a case study research design, which implies that the method of data analysis concentrates on a single phenomenon that the researcher chooses to investigate in more detail, regardless of the number of sites or participants in the study. Researchers have the ability to take into consideration not just the viewpoints of one or two persons but also the perspectives of other major groups of participants and their interactions while conducting case studies (Nieuwenhuis, 2007). This allows them to examine a scenario from a variety of angles.

Hypotheses in Qualitative Studies

Hypotheses in qualitative studies serve a very different purpose than in quantitative studies. Due to the inductive nature of qualitative studies, the generation of hypotheses does not take place at the outset of the study. Instead, hypotheses are only tentatively proposed during an interactive procedure for the collecting and analysis of observations and help guide the researcher in asking additional questions and searching for disconfirming evidence. Qualitative research is guided by central questions and sub-questions posed by the researcher at the outset of a qualitative study. Chigbu (2019) asserts that several qualitative researchers have effectively used research questions without the utilisation of a hypothesis. This is due to the fact that a research question

(in the context of qualitative research) is, in the majority of instances, a hypothesis that is proposed in the shape of a question. There are a great number of academics who are in agreement with the postulation and have advocated for the idea that qualitative research has very little to do with the process of hypothesis creation when it comes to research. (Ulichy, 1991; Bluhm, Harman, Lee and Mitchell, 2011; Maudsley, 2011; Malterud, 2001; Malterud and Hollnagel, 1999).

Drawbacks on Case Study Method

The generalizability and representativeness of the instances are two factors that, according to George and Bennett (2004), contribute to the limitations of case studies. The 'causal' influence of factors on average across all of the instances is not something that they are able to anticipate. The selection bias is another problem that they have. When doing research on design, it is important to take into consideration these constraints when employing the case study technique. Almeida, Fernando & Faria Daniel & Queiros, Andre (2017) also attributed some drawbacks to Case Study Method which includes: Difficulty to establish cause-effect connections, Ethical issues, especially of confidentiality, may appear and the difficulty in creating a case study that suits all subjects

Research Data Collection Tool

The present study has opted for a case study design as a means of doing qualitative research or method to generate interpretation and address the research inquiries. Qualitative research employs a range of data gathering techniques, such as individual or group interviews, textual or visual analysis, and observations (Silverman, 2000). Nonetheless, focus groups and interviews are the most often used techniques, especially in medical research (Legard, Keegan, & Ward, 2003). The main technique of gathering data for this study was in-person structured interviews. While field notes were being gathered throughout the talk, participants were also observed. In addition, leadership indicators for promoting innovation and continuous improvement in school businesses were identified and developed using the literature study. These indicators were then utilised to assess the data that was gathered.

The interview is a versatile instrument for data gathering, as stated by Cohen, Manion, and Morrison (2000). It allows for the utilisation of several sensory channels, including verbal, non-verbal, spoken, and voiced communication. Interviewing is about creating a dynamic situation where you can access information which is not otherwise available, and which illuminates your research questions. It is very helpful to conduct interviews in order to learn the narrative that lies beneath the experiences of a participant. A more in-depth investigation of the subject matter may be conducted by the interviewer. Interviews may be useful as follow-up to certain respondents to questionnaires to further investigate their responses. (McNamara, 1999).

Interviews (Semi-Structured)

This is the format that is most often used in qualitative research for data collecting. Qualitative interviews, according to Oakley (1998), are a particular kind of framework where norms and practices are not only documented but actually attained, tested, and reinforced. The vice principal, head of department (HOD), and head of school were interviewed in-depth head teachers (in elementary schools), and senior staff from the selected schools to learn more about how their leadership and management styles and behaviours may affect the overall performance of the school. Additionally, interviews with educators and students revealed how In the realm of innovation and continuous improvement in school businesses, school leadership is one of the most important factors.

Observations

Managing impressions, potential marginality of the researcher in an unfamiliar environment, and possible deceit on the part of the subjects being questioned are just a few of the challenges that must be addressed while observing in a context (Hammersley & Atkinson, 2019). Here, the observational approach is used as an additional check on the study results. The researcher conducted observations at each of the sampled schools during the interview session. In addition, the researcher observed the head of the school, the vice principal, the head of departments (HOD), and the head teachers (in primary schools) in order to evaluate the leadership

style that each of these individuals exhibited at the time and how it impacted the staff, students, and instructors. This action was taken in an attempt to provide answers to the research questions that were posed by the study.

Field Notes

Schwandt, (2015) defined Field Note as notes created by the researcher during the act of conducting a field study to remember and record the behaviours, activities, events, and other features of an observation. Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The notes may constitute the whole data collected for a research study or contribute to it, such as when field notes supplement conventional interview data or other techniques of data gathering. In addition, field notes were used in order to capture what the researcher hears, sees (observes), experiences, and thinks while they are in the process of collecting the data. This was done as part of the process of gathering and reflecting on the process of data collection. Furthermore, the interview guide was the major instrument that was used for the purpose of acquiring information that was both from first-hand sources and thorough.

The Limitations of the Approach and How they will be Mitigated

Some of the limitations attributed to the research approach chosen for this study includes the following: time-consuming, small scale study, never 100% anonymous and it always comes with some potential for subconscious bias. This is in line with Brown (2001) submission. However, the limitations of the approach can be mitigated through standardized interview questions to reduce unconscious bias, have participants review your results, ensure not to sway the participants, eliminate interviewer bias through the interview process and treat your interview like a conversation.

Operationalization of Variables and Theoretical Framework

The operationalization of variables and theoretical framework for this research is done by looking at behavioural dimensions and facets denoted by the concept of Leadership which is the

driver of Continuous Improvement and Innovation in school businesses. These are then developed into measurable and observable elements to develop an index of measurement. Previous research on Leadership and School Effectiveness was reviewed and found out the questions that different researchers used and how they are being tested in the education sector of the country. These were used to form part of the interview questions. Specifically, this was done with the intention of ensuring the constructs' dependability as well as their validity.

Population and Sample of the Research Study

The population is the group of individuals about whom one would wish to generalise, as stated by Coleman and Briggs (2002). As a consequence, the selection of the sample from that population takes some care in order to ensure that it provides accurate results. On the other hand, your sample is the group of people who take part in your research. In the end, you will be conducting interviews with these individuals. The process of selecting a subset of the population for the purpose of conducting research that eventually leads to results on the whole population is referred to as "sampling," as stated by Nieuwenhuis (2007) and Zikmund (2000). The word "sampling" refers to the technique that it is used to choose. The information that was supplied by Cresswell (2007) indicates that qualitative researchers often collect data at the site where the participants have their first experience with the issue or subject matter that is being examined. According to Onwuegbuzie & Leech (2005), in quantitative research, sample size and sampling design considerations usually are made with the goal of making statistical generalizations, which involve generalizing findings and inferences from representative to the population from which the sample was obtained via the use of statistical sampling. Denzin & Lincoln, (2005) noted that sampling is also important to confront the crisis of representation. Poor representation means that the researcher has not adequately captured the data (Onwuegbuzie & Frels, 2012). A good sample size and design must mitigate this crisis.

The research utilised **purposive sampling** to select schools in Ogun State, Nigeria. This sampling technique was specifically chosen because it enables the researcher to select participants

and locations directly relevant to the study's objectives, which is critical for in-depth qualitative analysis. **Purposive sampling** allowed the researcher to concentrate on schools that meet specific criteria necessary for examining how transformational leadership drives continuous improvement and supports innovation within educational institutions. Ogun State schools, particularly those in specific socio-economic areas, reflect broader national challenges in adapting to 21st-century demands. Consequently, these schools serve as a representative microcosm of similar issues across Nigeria (Cohen et al., 2013).

Justification for Purposive Sampling:

Relevance to Research Objectives: The study focuses on transformational leadership in schools and how it contributes to both improvement and innovation. Purposive sampling ensured that the selected schools embody conditions necessary for evaluating leadership effectiveness within challenging environments, maximizing relevance and depth in data collected.

Targeted Data Quality: Purposive sampling enabled the intentional selection of schools that could yield meaningful, high-quality data. By focusing on a sample that meets predefined criteria, this method supports detailed insights from smaller, carefully chosen groups, which is essential for a qualitative study of leadership dynamics (Schumacher & McMillan, 2001).

Expert Judgment and Suitability: This sampling method aligns with recommendations from Kidder et al. (1991) that, with informed judgment, researchers can select cases best suited to their research needs. In this study, identifying schools that exemplify particular leadership and management practices provided a focused perspective on transformational leadership and its impact on continuous school improvement.

In qualitative research, participants are often selected to reflect the diversity of the natural population since these studies typically involve smaller samples than those used in quantitative research (Sandelowski, 1996; Marshall, 1996; Luborsky & Rubinstein, 1995). Non-probability sampling methods, such as purposive sampling, are commonly used to achieve this diversity

(Sarantakos, 1993). For this study, ten primary and twelve secondary schools—including eleven private and eleven public institutions—were carefully selected from areas with socio-economic conditions comparable to the national average. This approach provided a robust case study for examining transformational leadership in education within settings that could mirror broader Nigerian schools' experiences.

Sampling Requirements and Selection Criteria:

School Selection: Schools were chosen to represent both public and private institutions across various socio-economic backgrounds. This sampling enabled the researcher to investigate leadership practices that drive improvement and foster innovation, allowing for insights that could potentially be applicable to similar schools nationwide.

Key Participant Criteria:

School Leaders: Interviews were conducted with Headmasters, Vice-Principals, and Heads of Departments (HODs) as these individuals play central roles in leadership and operational decisions that impact school performance.

Assistant Headmistresses and Special Subject Teachers (English Language): These educators were included due to their roles in academic management and curriculum delivery, which are essential for evaluating classroom leadership and student engagement.

English Language Instructors: English is a core subject mandated for all students in Nigerian schools. These instructors manage larger classes, providing practical insights into classroom leadership and management skills that are crucial for assessing transformational practices across Ogun State schools.

By choosing a sample that directly meets the study's specific requirements, the researcher ensured the data gathered from these schools would provide a nuanced understanding of leadership and management practices that support school improvement and adaptation to modern educational challenges. According to Merriam (1998), selecting participants with relevant

expertise allows the researcher to gain rich insights from those best equipped to contribute meaningfully to the research.

To assess how leadership and management practices support continuous improvement and foster innovation, the researcher focused on these selected stakeholders: Heads of Schools, their deputies, Heads of Departments, and Special Subject teachers. This group provided valuable perspectives on strategies that help schools meet the challenges of the 21st century, revealing both convergence and divergence in leadership practices across the selected institutions.

Table 1

Samples of Different Categories for the Interview

Category of schools	Type of School	Principal/ Headteacher	Vice Principal/ Assistant Headteacher	Head of Department (HOD)	Special Subject Teachers	TOTAL
PUBLIC	Primary	5	5	N/A	N/A	10
	Secondary	6	6	12	6	30
PRIVATE	Primary	5	5	N/A	N/A	10
	Secondary	6	6	12	6	30

The research was carried out via in-person interviews targeted at 80 key role players in school businesses within the twenty-two (22) sampled schools. This includes Head of Departments (HOD), vice-principal, the school principal, Headteachers (in primary schools) and senior staff. Researcher's 80 Participants were drawn from twenty-two (22) Schools (eleven (11) Private Schools and eleven (11) Public Schools) which comprises: six (6) each for both Private and Public Secondary Schools and five (5) each for both Private and Public Primary Schools across the location. The participants are within the age of 35 and 60 with over 5-years teaching and leadership experience. The interviews, observations, and papers that were analysed went through a process of manual development to produce codes. This was accomplished by using an a-priori method to data analysis. Letter of introduction was sent to the head of each of the selected schools and relevant approvals were obtained and the day for the interview was fixed accordingly.

In order to minimise disruption to the chosen personnel, It was recommended that the interview be completed within forty-five minutes at the most during school hours at every scheduled time that I met with participants. The participant's interviews were recorded on audio, and they were given the freedom to leave the research at any time for any reason, even those that were only known to them. Their privacy was ensured since the analysis of the data, as well as the discussion of the data collection's results included their identities or the school's name or location.

Justification for Sample Size Adopted and How it will Draw Reliable Insights

In qualitative data analysis, sample size functions somewhat differently. An interview, as opposed to a collection of variable values, is an example of an individual topic that is more complicated. It also relies on the complexity of the analysis you are attempting to construct, in terms of the number of categories or topics that were discovered in the data. The word "saturation" refers to the situation when adding additional data neither adds nor improves the themes' or categories' interpretations. That's when you ought to give up.

The idea of saturation should serve as the guiding principle when it comes to sample size in qualitative research, as stated by Mason, Mark (2010). Even though this has been thoroughly examined by a number of writers, there is still much disagreement about it and little understanding. A selection of doctoral dissertations using qualitative methodologies and qualitative interviews as a data collecting technique was obtained from theses.com, and the contents were examined for sample sizes. A total of 560 studies that met the inclusion criteria were found. The distribution was not random, with a statistically significant proportion of studies providing sample sizes multiples of 10. The mean sample size, according to the results, was thirty-one. Saturation is explored with respect to these outcomes. They advocate a planned strategy that is not entirely consistent with the fundamentals of qualitative research.

When you achieve theoretical or conceptual saturation, you should cease sampling if your goal is to develop a theory via data gathering (Saunders and colleagues, 2012). It will rely on what is practical for you as a researcher and for your setting to conduct a qualitative study that does not

have theory development as its primary goal but rather offers supplementary data to deepen the understanding of quantitative data or to investigate a particular topic. According to Patton (2002), qualitative research should normally concentrate on a small sample size—even one instance may be sufficient. According to Sandelowski's (1995) contribution, sample sizes in qualitative research shouldn't be so little that reaching saturation is challenging. On the other hand, the sample size shouldn't be so large that it makes it impossible to do case-oriented research as thoroughly as possible.

Compared to quantitative studies, qualitative analyses usually demand for a lower sample size. Large enough qualitative sample sizes should enable comment on most or all impressions. Reaching saturation will result from obtaining most or all of the senses. When more individuals are added to the research, but no new insights or data are obtained, saturation sets in. A major tenet of the grounded theory created by Glaser and Strauss (1967) is that the appropriateness of the theory that is generated is contingent upon the research procedure that was used to obtain it. The theory produces ideas by simultaneously gathering, coding, and analysing data. These concepts are derived from the data and developed by the theory. According to Morse (1994), an ethnography should include between thirty and fifty individuals. Morse (1994) recommended 30–50 interviews for grounded theory, however Creswell (1998) only recommends 20–30. Additionally, Creswell (1998) advises five to twenty-five, whereas Morse (1994) supports at least six for phenomenological research. When deciding on an acceptable sample size for qualitative research, there are no set guidelines to follow. Qualitative sample size may best be decided by the time provided, resources available, and research goals (Patton, 1990).

According to Malterud et al. (2015), sampling procedures may help qualitative interview research by focusing on the addition of new information from the analysis rather than the numerical intake of participants. Information power suggests that fewer participants are required for a certain amount of information held by the sample that is relevant to the actual investigation. While planning requires an initial estimate of the sample size, the ultimate sample size's suitability

must be regularly assessed during the research process. As a result, I believe that the number of interviewees and the sample size I have chosen will enable me to derive trustworthy findings and conclusions. This is due to the fact that the majority of perceptions will result in the predicted saturation level being reached.

Trustworthiness

Triangulation is utilised throughout the data collecting and analysis phase to guarantee the accuracy of the research's results and analysis (Cresswell 2008); as a result, the method validates the findings. By using techniques like memoing and triangulation, the researcher may validate results by assessing their correctness or reliability. Triangulation is a multimethod process that may use normative or interpretative strategies. Furthermore, it is an effective tool for demonstrating concurrent validity, particularly in qualitative research (Cohen et al., 2007). That is its primary benefit. You can define Triangulation as a method of investigation that is used to verify information across several data sources and from various research participants. To find evidence of agreement or disagreement in the participant's interview replies, for example, the opinions of the management and leadership teams in There was a comparison made between each of the schools that were chosen for the case study. Additionally, department heads' remarks in the schools supported or contradicted the statements made by the participating teacher during the interview, according to McMillan and Schumacher (2010), the trustworthiness of the results was increased to the degree that the findings from each of the methods that were covered indicated a comparable conclusion. Merriam (1998) asserts that research focuses on the capacity of researchers to provide trustworthy and legitimate information in a morally responsible way. As a consequence, the validity of the study findings is essential.

Combining approaches enriches research via triangulation (Patton, 2000). Triangulation, on the other hand, is a validity strategy in which the researcher searches for information that converges from a large number of different sources in order to develop themes or categories for the study (Cresswell and Miller, 2000). The researcher's professional expertise was helpful in continuously reviewing the data in terms of the participant's perspectives, which was necessary

in order to establish the multiple facts and realities that were discussed in my research. A variety of data collection approaches were utilised in order to accomplish this. A researcher should assure the accuracy of his results and interpretations at every stage of the data collection and analysis process (Cresswell, 2008), even if the data was gathered from a large number of respondents using a variety of techniques to guarantee consistency all the way to saturation. Verification of credibility is essential for ensuring dependability in qualitative research. While establishing high-quality studies via validity and reliability in qualitative research, Seale (1999) asserts that the core of difficulties often mentioned as validity and reliability is a research report's credibility.

Member checking was another tactic used to assess the reliability of the research's conclusions. The procedure known as "member checking" involves the researcher asking one or more participants to verify that the narrative is accurate. In order to verify the correctness of the report, the results are presented to the participants, who are then asked about it either in writing or via interviews (Cresswell, 2008). As a result, after the transcriptions, participants were asked to validate their interpretations of the individual interview data. To preserve credibility, it is essential to guarantee the accuracy of the final report of the raw data (Anafara Jr., Brown and Mangione, 2002). During the step of the process known as member checking, the participants were given the opportunity to provide their approval to the transcript of the interview.

Study Procedures and Ethical Assurances

Following the UNICAF University's ethical guidelines, the UREC Committee requested and received permission to use the field data it had collected. Prior to this, the Local Government Authority and the School Management had requested and received permission to conduct research in a few private and public secondary schools in Ifo Local Government, Ogun State. The ethical processes of this study were then governed by the following established standards or protocols: voluntary participation; confidentiality; anonymity; data security; and respect for the right to privacy.

Voluntary Participation: Research participants were not coerced, threatened, or coerced into taking part in the study. Every respondent gave their informed consent after being made aware of

the goals of the investigation and the researcher's expectations. The participants have the opportunity to approve the interview transcript at the member checking step of the refining process. By suggesting that the subjects' willingness and conviction to engage in the study, together with the assurance that they may leave the study at any moment if circumstances demanded it (Ritchie and Lewis, 2003; Ary et al., 2002; Denzin and Lincoln, 2002).

Participants' privacy was protected and not infringed upon, as shown by anonymity and secrecy. They gave their voluntary agreement to participate in the study after being made aware of its goals and procedures. They were also promised confidentiality and peace of mind, as well as the assurance that no one would learn of their involvement or that any information about them, including names, ages, and school addresses, will be incorporated into the research (McMillan and Schmacher, 2000; Denzin and Lincoln, 2000).

Data Security and the Right to Privacy: Participants were given assurances that the information they gathered would not unintentionally fall into the wrong hands or be made public. Furthermore, no irresponsible information obtained from observations and interviews will be shared, violating the respondent's privacy. Stated otherwise, the researcher would not attribute the study's findings to the identities or institutions of higher learning of the participants.

Proposed Data Analysis Techniques

According to LeCompte and Schensul (1999), research data analysis is a process used by researchers for reducing data to a story and interpreting it to derive insights. The data analysis process helps in reducing a large chunk of data into smaller fragments, which makes sense. Patton (1987) describes three essential things that take place during the data analysis process – Data Organization, Summarization and Categorization together contribute to becoming the second known method used for data reduction. It helps in finding patterns and themes in the data for easy identification and linking.

In order to examine the meaningful and symbolic content of qualitative data, qualitative data analysis is often grounded in an interpretative philosophy (Nieuwenhuis, 2007). According to McMillan and Schumacher (2001), qualitative research makes use of a case study research

design, which implies that the method of data analysis concentrates on a single phenomenon that the researcher chooses to investigate in more detail, regardless of the number of sites or participants in the study. A multi-perspective study is provided via case studies, as was said before, in which the researcher takes into consideration the viewpoints of other individuals pertinent actor groups as well as their interactions with one another, in addition to the voice of one or two participants in a circumstance (Nieuwenhuis, 2007). As a result, it helped establish connections between emergent patterns and themes by identifying and discussing qualitative conclusions that support or contradict the framework and model of conceptualization that were used in this research. To ascertain how the identified in the literature a-priori themes and codes related to the contents of the observations, interviews, and documents, a review and coding process was conducted.

The aim of interpretivist research was to understand how individuals perceive their surroundings (Cohen, et al., 2007). According to Denzin and Lincoln (2005) and Kelliher (2005), interpretive research therefore contends that reality is socially generated rather than objectively defined. Williams (2000) states that the basic premise is that people's views of their own actions may be better understood when they are placed in their social context. Due to the very nature of interpretivism, it promotes the use of qualitative data in the pursuit of knowledge, and the research paradigm is one that supports this and is fundamentally interested in what makes a given scenario distinctive, which supports the underlying goal of contextual depth. Ary, Jacobs, Razavieh, and Sorensen (2006) and Creswell (2007) state that there is no attempt made to influence the behavior of the participants. Because of this, the researcher of the study aims to get a thorough understanding of social reality from the perspective of each study participant, who believes that their leadership and management styles and experiences have a substantial influence on the innovation and continued improvement of educational institutions. Additionally, interpretive research will enable the researcher to participate as much as possible in data collecting.

Face-to-face interviews with the important figures in school administration from the twenty-two (22) sampled schools were used to conduct the research. The principal, vice-principal,

departmental head (HOD), Head teachers (in primary schools) and senior staff. Researcher's Participants were drawn from twenty-two (22) Schools (eleven (11) Private Schools and eleven (11) Public Schools) which comprises: six (6) each for both Private and Public Secondary Schools and five (5) each for both Private and Public Primary Schools across the location. The participants are within the age of 35 and 60 with over 5-years teaching and leadership experience. On the basis of the interviews, observations, and documents that were analysed, codes were established manually. This was accomplished by using an a-priori method to data analysis. From the data obtained, analyzed and discussed it was strongly confirmed that a successful, innovative-driven and 21st century school businesses can only be achieved through the effort of pragmatic and transformational leaders who used continuous improvement as a tool to achieve the desired innovations. Therefore, it is believed that the study's conclusions would direct educators and policymakers on how to guarantee improved leadership and management techniques in schools so that they may adopt Continuous Improvement and start fruitful innovations in school operations.

Triangulation is utilised throughout the data collecting and analysis phase to guarantee the accuracy of the research's results and analysis (Cresswell, 2008); as a result, the method validates the findings. By using techniques like memoing and triangulation, the researcher may validate results by assessing their correctness or reliability. Triangulation is a multimethod process that may use normative or interpretative strategies. Furthermore, it is an effective tool for demonstrating concurrent validity, particularly in qualitative research (Cohen et al., 2007). That is its primary benefit. Use of triangulation is a method of investigation that is used to verify information across several data sources and from various research participants. To find evidence of agreement or disagreement in the participant's interview replies, for example, the opinions of the management and leadership teams in all of the schools that were chosen for the case study were evaluated and compared to one another. Furthermore, the expressions made by the participant teachers during the interview were either supported or refuted by the remarks made by the heads of departments in the schools. This was done to the extent that the results from each

method covered indicated the same result, which resulted in the findings having a greater degree of credibility (McMillan and Schumacher, 2010). Merriam (1998) asserts that research focuses on the capacity of researchers to provide trustworthy and legitimate information in a morally responsible way. As a consequence, the validity of the study findings is essential.

Data analysis is the process of giving a research study's results context and meaning (Merriam, 1998). The vast bulk of qualitative analysis, as stated by McMillan and Schumacher (2010), is rather a systematic process of classifying and categorizing data in order to give reasons for a certain event that is of interest. The information that was gathered via the field interviews was categorized in accordance with the leadership and management sub-themes or indicators that were derived from the written material that was used for this study. In particular, the interpretations of the literature and prior research that are included in the data analysis of this study are intended to demonstrate how the codes that were created from the field work that was conducted in this study either support or contradict the findings of earlier studies (Cresswell, 2008). According to McMillan and Schumacher (2010), there is no one, predetermined set of processes that may be used for a variety of purposes when it comes to data analysis.

The first approach to gathering data entails organising and interpreting the collected data. According to Merriam, (19988), new information, intuitions, and rough theories guide the subsequent step of the data collection process, which ultimately results in the invention of new questions or the clarification of existing ones. Data analysis was not a linear process; rather, it was an interactive one. The acquired data were recorded prior to analysis. The results of the interviews were transcribed, and observations and document analysis were recorded. Before being converted into text so they could be analysed, a contextualization of the rich data was performed, which included achieving and under-performing schools. The documentation process consists of three stages: the stage of acquiring data, the stage of transcribing or modifying the material, and the stage of constructing the new environment that the text produces.

The procedures listed above supplement Merriam's (1998) description of the stages of analysis method. The descriptive account is the initial stage of data analysis. This makes it

possible for the researcher to meaningfully connect and condense data. The next phase is category building, where the creation of recurrent indicators from the literature is the main goal. According to Anafara Jr., Brown, and Mangione (2002), the most typical way of creating categories is by continuous data analysis, in which data units are sorted into groups based on shared characteristics. Utilising an a priori research analysis technique, research questions three, four, and five were analysed using pertinent codes and categories found in the literature. Key themes may often be obscured or rendered invisible within the context of a deductive method, in which the types of information that are required from the data are preformulated (referred to as a priori categories distilled from the subject literature) (Nieuwenhuis, 2007). As a result, the codes and categories derived from information acquired via observation, interviews, and document analysis or review were appropriately weighted. Given that this research was a case study, it was carried out across a number of schools, including both public and private institutions located in both primary and secondary education. The gathered data were evaluated separately and then compared to uncover the leadership journey along the path to innovation and continuous improvement in school businesses.

Why was the Data Collection and Analysis Technique chosen?

There are six primary sources that may be used to gather evidence for a case study. Yin (2013) identifies the following types of sources as being included in this category: interviews, documents, archival records, direct observation, participant observation, and physical artefacts. The data for this research was obtained using a combination of different methods of data collection. On the other hand, observations and field notes were employed as supplemental techniques to support the major method of data collection, which consisted of individual interviews as the primary source of information as well.

The research was carried out by means of a face-to-face interview that was directed towards the important role actors in school businesses inside the twenty-two (22) schools that were sampled. Both the principle and vice principal of the school, as well as the Departmental Head of (HOD), Head teachers (in primary schools) and senior staff are all

included in this category. Researcher's Participants were drawn twenty-two (22) Schools (eleven (11) Private Schools and eleven (11) Public Schools) which comprises: six (6) each for both Private and Public Secondary Schools and five (5) each for both Private and Public Primary Schools across the location. The participants are within the age of 35 and 60 with over 5-years teaching and leadership experience. The interviews, observations, and documents that were analysed were turned into codes via the process of manual production. via the use of an a-priori method to data analysis. From the data obtained, analysed, and discussed, it was strongly confirmed that a successful innovative-driven and 21st century school businesses can only be achieved through the effort of pragmatic and transformational leaders who used continuous improvement as a tool to achieve the desired innovations. As a result, it is intended that the results of this research will provide policymakers and educationists with guidance on how to ensure improved leadership and management practices in schools, with the goal of implementing Continuous Improvement and initiating productive innovations in school businesses.

Advantages and Limitations compared to alternative methods and how the Limitations will be addressed.

Advantages

Face-to-face interviews Synchronous communication of time and place

According to Emans (1986), it makes use of social signals such as the interviewee's voice, intonation, body language, and other similar aspects, which may provide the interviewer with a great deal of additional information that can be added to the interviewee's spoken response to a question.

There is no significant time delay between question and answer; the interviewer and interviewee can directly react on what the other says or does

When an unstructured or semi structured interview is used, the interviewer must formulate questions as a consequence of the fact that communication is a participatory practice. (Wengraf, 2001).

It is more personal, compared to questionnaires, allowing us to have a higher response rate.

It allows more control over the order and flow of questions

We can introduce necessary changes in the interview schedule based on initial results (which is not possible in the case of a questionnaire study/review).

In addition, the face-to-face interview provided more possibilities to manage distractions from the outside world and eliminate background noise. According to Cohen et al. (2007), face-to-face interviews have a great possibility of establishing a relationship of trust and cooperation between the interviewer and the persons being interviewed about their experiences.

Merriam (1998) and Ritchie and Lewis (2003) found that the data from the field notes were helpful in determining the next actions to take in following fieldwork and the topics that were pertinent throughout the analysis stage.

Limitations

The visibility of Social Cues can lead to disturbing interviewer effects when the interviewer guides with his or her behaviour the interviewee in a special direction.

A disadvantage of tape-recording during an interview is the time a transcription of the tape recording consumes. Bryman (2001) suggests that one hour of tape takes five to six hours to transcribe.

Interview method takes a lot of effort, time, and costs.

Data Analysis problem – especially when there is a lot of qualitative data.

Interviewing can be tiresome for large numbers of participants.

Risk of bias is high due to fatigue and to becoming too involved with interviewees.

Some of the limitations attributed to the research approach chosen for this study includes the following: time-consuming, small-scale study never 100% anonymous and it always comes with potential for subconscious bias. This is in line with Brown (2001) submission.

What Measures will be taken to Accommodate the Constraints Imposed by the Data Collection and Analysis Technique?

The limitations of this approach can be mitigated through standardized interview questions to reduce unconscious bias.

Have participants review your result, ensure not to sway the participants, eliminate interviewer bias through the interview process and treat your interview like a conversation. (Sapsford, & Jupp, 2006).

Social Cues disadvantage can be diminished by using an interview protocol and by the awareness of the interviewer of this effect. (Emans, 1986).

Researchers must ensure to collect complete information with greater understanding. Using a tape recorder has the advantage that the interview report is more accurate than writing out notes. But tape recording also brings with it the danger of not taking any notes during the interview. Taking notes during the interview is important for the interviewer, even if the interview is taped recorded:

To check if all the questions have been answered,

In case of malfunctioning of the tape recorder, and

In case of “malfunctioning of the interviewer”

According to Cresswell (2008), triangulation is used throughout the whole process of data collection and analysis in order to ensure that the findings and interpretations of the research are accurate. As a result, the findings are verified during the process. As a method of inquiry, triangulation is used to facilitate the verification of evidence obtained from a variety of participants in the research as well as from a variety of data sources.

Checking the members of the group was still another method that was used to ascertain the veracity of the results. One strategy that is referred to as "member checking" is one in which the researcher asks one or more participants to verify that the narrative is accurate. The findings are delivered to the persons who participated in this check, and these individuals are the ones who

are subjected to this check and questioned about the correctness of the report via either written or spoken interviews. Creswell (2008) was cited.

The methodology for processing and analysing the data

Data analysis is the process of giving a research study's results context and meaning (Merriam, 1998). Most qualitative analysis, according to McMillan and Schumacher (2010), entails a rather systematic procedure of classifying and categorizing data in order to provide reasons for a particular event of interest. The leadership, continuous improvement, and innovations in school business sub-themes or indicators that were developed from the study literature were used to categorize the data from the field interviews. Specifically, because there isn't a single, globally applicable set of data analysis techniques (McMillan and Schumacher, 2010), the data analysis in this study combines interpretations of earlier studies and literature to demonstrate how the codes created from the fieldwork in this study support or refute earlier findings (Cresswell, 2008).

The first approach to gathering data entails organising and interpreting the collected data. The next stage of data gathering is guided by emerging ideas, gut feelings, and preliminary hypotheses. It ultimately resulted in the formulation or improvement of questions (Merriam, 1998). Data analysis was not a linear process; rather, it was an interactive one. The acquired data were recorded prior to analysis. The results of the interviews were transcribed, and observations and document analysis were recorded. Before being converted into text so they could be analysed, the rich data were contextualised and recorded. Three phases make up the documentation process: collecting information, converting or changing information, and building the new world the book imagines.

The procedures listed above supplement Merriam's (1998) description of the stages of analysis method. The descriptive account is the initial stage of data analysis. This makes it possible for the researcher to meaningfully connect and condense data. The next phase is category building, where the creation of recurrent indicators from the literature is the main goal. According to Anafara Jr., Brown, and Mangione (2002), the categories are often created using a continuous

technique of data analysis in which units of data are grouped into groups that share a characteristic. Research topics were analysed using pertinent codes and categories found in the literature using an a priori research analytics technique. Key themes may often be obscured or rendered invisible within the context of a deductive method, in which the types of information that are required from the data are preformulated (referred to as a priori categories distilled from the subject literature) (Nieuwenhuis, 2007). As a result, the codes and categories derived from the information acquired from field notes, interviews, and observations were weighted appropriately. Data were evaluated since this research was a case study that was carried out over a particular school. From the data obtained, analysed, and discussed, it was strongly confirmed that a successful, innovative-driven and 21st century school businesses can only be achieved through the effort of pragmatic and transformational leaders who used continuous improvement as a tool to achieve the desired innovations.

Summary

In this chapter, an explanation and justification of the research design that was used for this specific study is presented. Both the study paradigm and the methodology for data collection will be the primary topics of discussion throughout the sessions. As a result of this, the methods for analyzing the data as well as the methodology of the research are also examined. In addition, the trustworthiness of the research as well as other approaches that were used, including ethical considerations that are associated with this study, are explained within the context of this study. It was determined that the qualitative and interpretive research design would be the most suitable research design for this particular study. This decision was made with the intention of generating meaning and finding answers to the research questions. In addition, the necessary Ethical considerations were also deployed which includes: Voluntary participation, Confidentiality, Anonymity, Securing data and adhering to the right to privacy.

CHAPTER 4

DISCUSSION OF RESEARCH FINDINGS

Introduction

Examining field data gathered for The Role of Transformational Leadership In Advancing Innovation In Nigerian school businesses is the goal of this chapter. The study looked at how different leadership philosophies affect innovation and ongoing development in school administration. The School Leadership Team of particular primary and high schools, including public and private learning institutions in Ifo Local Government Area, Ogun State, Nigeria, makes up the population. Head of departments (HODs), principals, vice-principals, proprietors, proprietresses, Headmistress, Assistant Headmistress and Major or Special Subject Teachers (Mathematics and English Language) of both male and female make up the chosen school leadership team. Eighty (80) participants, who constitute the population of the leadership, and some senior academic staff of selected schools make up the sample for the study.

The sample was chosen using a case study design or method using a qualitative research strategy. An interview guide served as the data gathering tool. The method of data analysis used on this research work was content and thematic. Based on the summary of the findings, leadership style to a high extent, influences the continuous improvement and innovation in school businesses. The result also reveals that the majority of school leadership teams used democratic leadership styles more than other types of leadership styles. Having listed some findings of the research work, it is necessary to make recommendations. Both male and female teachers should be exposed to constant and relevant seminars, workshop by the school management boards (school leadership team) in order to ensure that these teachers are equipped with better understanding of leadership style as well as better combination of these styles.

Trustworthiness of Data

According to Pilot & Beck (2014), trustworthiness is a study's rigour and the degree of trust that may be placed in the data, interpretation, and processes that were used in order to ensure

the quality of the research. Amankwaa (2016) states that in order for a study to be taken seriously by readers, researchers must establish the protocols and processes required in each investigation.

Triangulation is utilised during the data collecting and analysis phase to guarantee the accuracy of the research's findings and analysis (Cresswell, 2008); as a result, the method validates the findings. By using techniques like memoing and triangulation, the researcher can validate findings by assessing their accuracy or reliability. Triangulation is a multimethod process that can apply normative or interpretive strategies. According to Cohen et al. (2007), it also plays a crucial role in showing contemporaneous validity, which is particularly important in qualitative research. A technique of exploration known as triangulation is used to verify information between several data sources and from various study participants. To find evidence of agreement or disagreement in the participant's interview responses, for example, the opinions of the management and leadership teams in all of the schools that were included in the case study were evaluated and compared to one another. Additionally, the department heads' remarks in the schools supported or contradicted the statements made by the participating teacher during the interview, to the degree that the results from each of the methods that were examined revealed a comparable conclusion, which increased the confidence of what was discovered (Mcmillan and Schumacher, 2010). Merriam (1998) asserts that research focuses on the capacity of researchers to generate trustworthy and legitimate knowledge in a morally responsible manner. As a result, the validity of the research findings is essential.

Combining approaches through triangulation strengthens a study (Patton, 2002). Triangulation, then, is a validity strategy where the researcher searches for data that combines from several different sources to establish themes or categories for the investigation (Cresswell and Miller, 2000). In order to establish the numerous facts and realities, a number of data collecting approaches were used in my study. Additionally, the researcher's professional expertise aided in the ongoing assessment of data about participant opinions. Even in situations where data were collected from multiple respondents using a variety of techniques to ensure consistency up to the point of saturation, a researcher should exercise caution during the data collection and

analysis phases to ensure the accuracy of his conclusions and interpretations (Cresswell, 20008). Examining reliability is essential to ensuring reliability in qualitative research. While establishing high quality studies in qualitative research through reliability and validity, Seale (1999) asserts that the trustworthiness of a research report is at the core of problems often covered by validity and reliability.

Member checking was a different tactic utilized to assess the reliability of the research's findings. One or more participants are asked to verify the veracity of the account as part of the member screening procedure. Presenting the findings to the participants and obtaining their input on the report's accuracy—either via written or interview responses—make up this check (Cresswell, 2008). Therefore, participants were asked to confirm how they interpreted the individual's data from the interviews following the transcriptions. Maintaining accuracy in the final description of the raw data is essential for maintaining trust (Anafara Jr., Brown and Mangione, 2002). The transcription of the interview was accepted by the participants after member screening, a process of improvement.

Many qualitative researchers concurred with Lincoln and Guba's (1985) criterion and Guba & Lincoln (1994), and this will be used in this study. Credibility, dependability, confirmability, and transferability are among these characteristics; later, authenticity was included.

Credibility

According to Guba and Lincoln (1989), When readers or co-researchers are given the opportunity to experience the experience, the validity of a study is established by that. and are able to recognize it. They recommended a number of methods to demonstrate credibility, including prolonged engagement, persistent observation, peer debriefing as a means of providing an external check on the research process, triangulation of the data collected and the researcher involved in the study, and member checking to validate the findings and interpretations with the participants. During this study, all of these were taken into account.

Dependability

When researchers make sure that the study method is rational, traceable, and thoroughly documented, they are being reliable, says Tobin and Begley (2004). According to Lincoln and Guba (1985), when readers are able to see the methodology that was used in the study, they are better able to evaluate the dependability of the findings. According to Koch (1994), if a research study's methodology can be audited, it may be deemed to indicate dependability.

Confirmability

Confirmability, as defined by Tobin & Begley (2004), is a procedure that requires the researcher to present proof of how conclusions and interpretations have been reached. This method is necessary in order to demonstrate that the researcher's interpretations and results can be readily inferred from the data. Confirmability is implemented, according to Guba and Lincoln (1989), as soon as credibility, transferability, and dependability are all attained.

Transferability

The generalizability of an investigation is referred to as transferability. According to Tobin and Begley (2004), this only applies to a case-to-case transfer, particularly in qualitative research. According to Lincoln and Guba (1985), the researcher is obligated to provide detailed descriptions in order to enable those who seek to transfer the results to their own site to evaluate the transferability of the findings. However, the researcher is unable to know which sites may choose to do so.

Authenticity

Authenticity may be defined as the extent to which researchers correctly and truthfully describe a range of realities (Lincoln & Guba, 1985; Polit & Beck, 2012). Authenticity can be measured across time. It is advised that writers clarify their validation terminology in use, such as trustworthiness, verification, and authenticity, clearly even though various criteria have been given to assess the credibility of qualitative investigations (Creswell, 2013).

Validity and Reliability of Data

Selltiz et al. (1976) defined reliability as the capacity of the researcher to accurately predict the outcome of an experiment to accurately gather and record information as well as the consistency, stability, and reproducibility of the responder details. It merely denotes a study method's capacity to produce the same outcomes consistently over several testing intervals. Le Compe and Goetz (1982) asserted, however, that validity in research relies on the veracity and precision of scientific findings. According to Patton (2002), dependability follows from validity in a study when discussing the researcher's aptitude and expertise in any qualitative research.

Under the qualitative paradigm, dependability, rigour, and quality are the conceptualizations that are used to describe reliability and validity. When doing qualitative research, it is vital to examine dependability in order to ensure data reliability. While simultaneously producing studies of a high quality in qualitative research via the use of reliability and validity, Seale (1999) asserts that the trustworthiness of a research report is at the core of problems often covered by validity and reliability. Researchers aim for perfect validity and dependability. They are essentially impossible to accomplish, though. The ability to demonstrate that the processes of a research, including the techniques used to collect data, can be repeated with the same results is referred to as reliability. The concept of authenticity may be defined as the act of providing an account of social life that is objective, truthful, and fair from the point of view of someone who has experienced it on a regularly occurring basis. Yin (2003) and Neuman (2006) proposed four tests as criteria for evaluating the quality of research designs. These tests may be used to construct validity, internal validity, external validity, and reliability validity, in that order. These tests can be used to evaluate the quality of research designs.

Other Precautions I took to Avoid Common Biases related to Interview and Collecting Qualitative Data

Leading qualitative researchers from a range of disciplines have proposed some other crucial tactics for creating reliable and believable findings in qualitative research, in addition to

the utilisation of triangulation for the purpose of ensuring that the findings and interpretations reached by the research are accurate. These techniques were also used in this study project.

Expert Consensual Validation from Others

Consensual Validation, as described by Eisner (1991), is the process of confirming with our co-researcher that the categories discovered through the analysis of raw data correspond to their experience. This entails other people independently analyzing the data.

Searching for Disconfirming Evidence

Selecting cases that serve as samples of those that do not fit emerging patterns is required for the identification of the disconfirming case (Patton, 1990). This step involves a proactive search for evidence that what is assumed to be true is false. Researchers are able to acquire a fuller, more in-depth understanding of a phenomenon by looking for cases that are inconsistent with their findings, which lends credibility to the study narrative that is produced. Only when substantial attempts to fake a proposition have failed can there be some level of faith placed in it (Lather 1986). Purposive sampling and extended fieldwork with informants are required in the search for contradictory evidence. The researcher can include informants who may differ from key informants in important ways by using purposeful sampling. The depiction is strengthened by the deliberate selection of the persons and the inclusion of opposing as well as contrasting accounts. In order to ascertain what influences the phenomenon in question, one carefully contrasts or varies the conditions (Corbin & Strauss 1990).

Checking for Representativeness

Determining sample representativeness aids in identifying sampling mistakes. This step entails determining if the data overall, the coding categories, and the examples used to analyse and show the data are representative. Valid statistical analysis can only be carried out if the representativeness of the data is established—not before, according to Ramsey, Charles, and Hewitt, Alan. (2005) submittal.

The Use of Thick Description

Thick description, according to Geertz (1973), is an anthropological technique in which researchers write while they get fully immersed in the setting of a particular culture, making explicit, in-depth references to the social acts and behaviours of participants. Professor of communication, humanities, and sociology and renowned qualitative researcher, Denzin (1989) proposed that dense description does more than just describe what someone is doing. It transcends simple facts and outward appearances. Detail, context, emotion, and the networks of social ties that bind people together are all shown.

Like its quantitative counterparts, qualitative research can only be systematically assessed if its standards and processes are made clear. Therefore, validity and reliability can only be assessed if a complete description of the specific circumstances or setting in which the research was carried out and an in-depth account of the processes from start to finish are provided. Thick description is how most qualitative researchers refer to this.

Results of Findings

Thematic Analysis, a more formal qualitative data analysis tool, was used for this study project. According to Kiger and Varpio (2020), the use of theme analysis as a method for data analysis is beneficial for qualitative researchers; by making it clear how to apply it properly and efficiently, researchers may better appreciate its usefulness, adaptability, and strength. It is a technique for summarizing data, but when choosing codes and creating themes, it also involves interpretation. The versatility of thematic analysis, which may be utilized within a wide range of theoretical and epistemological frameworks and used in a broad variety of academic fields, questions, designs, and sample sizes, is one of its distinctive characteristics (Braun and Clarke 2006). When attempting to comprehend a group of experiences, thoughts, or behaviours present throughout a data collection, thematic analysis is a suitable and effective technique to employ (Braun and Clarke 2012). The decision to apply theme analysis as a result, the aims of the research serve as the foundation for this investigation.

Leadership in school businesses

School leadership is the process of organizing and guiding the abilities and efforts of teachers, students, and parents toward achieving common educational objectives. It is well known that efficient school leadership is essential to the smooth operation of learning environments. In light of this, the value of a strong leadership style in the classroom for innovation and ongoing improvement in school operations cannot be emphasized. It has a significant role in deciding how well both students and teachers succeed. For instance, the Principal, Vice-Principal, HOD, as well as the special or main instructor, are the employer, director, manager, administrator, and organiser in both governmental and private educational institutions. He has a comparatively increased degree of independence and privacy. A reasonable portion of a school leader's life, especially for academic staff, is devoted to increasing people's knowledge and influencing students' attitudes and behaviours in order to attain goals. The leader should make sure that the teacher's career choice and professional training have an impact on his or her abilities, skills, and attitudes. One of the most crucial—yet most underappreciated—aspects of the educational process is the interaction between the leader, the teacher, and the student. Through first-hand observation of the teacher and pupils in the classroom, educational research shows it. The leader should be aware that each teacher has the freedom and autonomy to run his or her own classroom and arrange things however he or she sees fit. As a result, the leadership team of the school should make sure that each teacher is allowed the freedom to perform their work on their own while still being closely supervised to ensure that they do not violate the code of conduct.

What specific behaviours and practices define transformational leadership within Nigerian school businesses?

This entails the characteristics or manner at which the school leadership team go about directing, inspiring, guiding, and managing both teachers and students or pupils in the school. It involves how the teacher carries out his or her obligation towards the students/pupils. The findings revealed that private schools made use of democratic, laissez-faire/delegation, and autocratic leadership

styles, whereas public schools made use of democratic and laissez-faire/delegation, situational and transformational leadership styles. Illustratively:

R: delegation authority and monitor it to have confidence on the person you are delegating to (Private_Primary_Headmaster 2)

R: we implement the democratic and the autocratic styles to make the student acknowledge knowledge and to participate in class carry the teacher along (Private_Primary_Headmaster 4)

R: my leadership style is democratic, am friendly and free minded and I pass that among my subordinates, all everything I ask them to do, I sacrifice. (Public_Primary_Headmaster 1)

R: delegation of authority is highly essential, no one can do it all, a tree cannot make a forest (Public_Primary_Headmaster 3)

R: I make sure the teachers are always happy, when I notice any of them isn't in a good mood, I make them smile, I play with them and Make teaching enjoyable to them (Public_Secondary_Principal 2)

R: once there is a sense of commitment, we see ourselves as a team, not the failure of one is the failure of all and there is always communication and feedback and it has been helping us achieve the school objective. (Private_Secondary_Principal 3)

R: I influence positively (Public_Primary Headmaster 2)

R: I am always open for both my student and teachers, am not strict leader (Private_Primary Headmaster 1)

According to a participant, private schools used a transactional style of leadership style (using punishment or rewards in facilitating learning). The school leaders could be jovial with students to make learning easy and at the same time be strict or firm depending on the learning condition. In contrast, public school leaders were more interested in situational and transformational leadership style i.e., handling different situations with different skills as well as bringing about a change that is both beneficial and constructive in the pupils with the aim of cultivating leadership qualities.

R: playing with teachers and student but very discipline (Private_Secondary_HOD 2)

R: I operate the situational leadership styles, I give room or benefit of doubt to people but when you go beyond, I show you another side of me, so situation makes me to change (Public_Subject_Teacher 4)

R: my style of leadership is that any role you occupy is an opportunity, I want them not to see me as a leader, but I want them to see me as a colleague (Public_Secondary_HOD 6)

How does transformational leadership influence the implementation of innovative practices in school operations?

From the findings, it is true that there is no particular leadership style in school businesses, each of these styles employed as situation-specific, hence, ensuring flexibility in the use of these styles reflects its effectiveness. Participants further stressed that effective leadership radiates not only when things are going well, but also preventing things from going bad. School leaders are to be admired rather than to be feared by others around them. Effective school leadership style is more of motivating teachers-students-other staff to work more and make more important contributions to the school success. The above premises were acknowledged by both public and private schools' leaders interviewed. Although, in public schools, leaders indicated that the government needs to play an active role in this regard as there were limitations associated with the public schools as opposed to private schools. Illustratively:

R: [...] the government should try and fund education because presently there's shortage of teachers, it's not easy to achieve objectives where there's shortage of teachers in schools (Public_Secondary_VP 3)

R: Effective leadership is achieved set objectives and avoiding bad things (Private_Secondary_HOD 3)

R: [...] it all about making use the best resources provided all school leader are together as one (Private_Primary_Headmaster 2)

R: Well, you know this is a public school, there are limitation to what we can achieve relative to the resources the government dispose though we kept request or at time use personal funds (Public_Secondary_HOD 1)

The following sub themes further address how effective leadership styles continuously improves school businesses

What strategies can be developed to enhance the effectiveness of transformational leadership in improving school performance and student outcomes?

The school leadership team for both public and private schools employed several strategies for continuous improvement in school businesses. The strategies employed by the private schools' leaders were Parent Teacher Association (PTA), teachers meeting, seminars, extracurricular activities, purchase of new teaching aids, marketing strategies and motivation.

However, in public schools, strategies employed include the use of vocational training, PTA, science week, teachers briefing, training (to improve teachers' skill) and discipline. The opportunities for parental involvement in the decision-making process were made available to them at both public and private schools, as can be seen and observed through Parent and Teacher Association (PTA) in relation to school development and needs. The association hold periodic meetings to deliberate on developmental needs of the schools.

R: I call a parent and teachers meeting, we delegate and carry out the innovation (Private_Primary Assistant Headmaster 1)

R: We organize PTA meetings per term to discuss school development is part of effectively using my democratic leadership style. (Private_Secondary_Principal 4)

R: PTA meeting is also used to improve the school even renovation (Public_Secondary_HOD 2)

R: We allow parent to also participant (Public_Primary_Assistant Headmaster 3)

The above indicated that both private and public schools make use of the student-parent-teacher relationship to foster development in school businesses. In addition, both private and public schools equally employed teacher meeting or briefing to improve standard or quality of teaching in the schools.

R: I carry everyone along (Public_Primary_Headmaster 2)

R: We also hold meetings with teachers and update them (Private_Primary Headmaster 3)

R: We update ourselves through briefing (Private_Secondary HOD 4)

R: We do meet and advice ourselves on how to improve teaching (Public_Secondary HOD 6)

Comparatively, two of the core strategies employed by public schools' leaders which differ from private schools were vocational training skills and science project week. In private schools, motivation was employed by providing rewards, sporting activities and publishing students' performance to continuously improve school businesses. More so, private schools made use of seminars to improve interactions between teachers and students as oppose public school.

Illustratively:

R: [...] exposing them through seminar, talking to them, bring in experts, expose the subject teachers to go for the subject teacher association this has developed continuous improvement and also providing platform for students to interact with expert (Private_Primary_Headmaster 5)

R: sport (basketball) and it was implemented to the extent that our student travelled abroad and brought cups(🏆) to the school (Private_Secondary_Principal 3)

R: Ans; by organizing science week, science exhibition for the pupils, also encourage them to think and be creative, make them understand they can be great by developing their talent (Public_Secondary_Principal 3)

R: getting new materials, making research and gathering necessary information and sharing ideas with the teacher (Private_Secondary_HOD 13)

R: introducing excursion some extra curriculum based on the area you find yourself (Private_Primary_Headmaster 3)

R: introducing seminars (Private_Primary_Headmaster 4)

R: in so many ways in teaching aspect, sport aspect and also vocational skills (Publi_Primary_VP4)

R: we call meeting and strategize how things should be done (Public_Secondary_Principal 6)

The above strategies were employed to ensure continuous improvement in school businesses. The sub theme below addressed the roles of school leaders in creating a culture that always seeks continuous improvement in the school.

Roles of leaders in creating a culture for continuous improvement in school businesses

Schools' leaders aid in creation of school culture to foster continuous improvement in school businesses. The way and manner at which school leaders go about in building these cultures varies for both private and public schools. Private schools developed a culture for continuous improvement through competition with other schools for quality standard and recognition. They also played supervisory roles such as monitoring and ensuring compliance of school rules and regulations, dress codes, punctuality, among others. On the other hand, public schools focus on transforming students and play supervisory roles through leader-subordinate relationships.

Illustratively:

R: competing with other school (Private_Secondary_Principal 6)

R: I play the role of a team leader, I arranged about ten student and train them to be and think like a teacher (Public_Secondary_Principal 5)

R: I play the role of a leader My teacher needs my support advice and little supervision (Public_Primary_Headmaster 6)

R: We compete with other school (Private_Primary_Headmaster 2)

R: for you to sustain leadership you must serve your subordinate (Public_Primary_VP 5)

R: most of this role is determined by the government, though I play the function of a guide, I supervise round the educational institution and encourage both pupils and teachers (Public_Secondary_VP 2)

R: we have culture excellent, to implement teaching skill for the teacher, employing qualifies staff to impact it on the student (Private_Primary_VP 4)

R: I motivate my pupils to be creative by being an example to them (Private_Primary_VP 3)

R: I play a leadership role, I make myself a role model in dressing, punctuality and in every other aspect, I appreciate them when needed, one has to be sound in their field of specialization (Public_Secondary_HOD 11)

R: I motivate my students so they can win more competitions (Private_Secondary_HOD 10)

Continuous improvement and a successful school businesses

This theme addresses the link between continuous improvement and successful school businesses.

Results showed that private schools' leaders were of the opinion that continuous improvement is determined by the ability to compete with other schools, constantly exposing the students to training, retention of teachers and the use of enticing curricular aids which consequently leads to the successfulness in school businesses. However, public schools' leaders were of the opinion that finance, innovation, changes in curriculum, restructuring of the school leadership team influenced successfulness in school businesses. The public schools' leaders also emphasized that running a successful school businesses is highly competitive but one needs to be consistent to succeed. Illustratively:

R: changing into the new curriculum because that is what people want at that particular time (Private_Primary_Headmaster 1)

R: Ability to compete with other school (Private_Secondary_Principal 3)

R: Continuous improvement is inevitable when you fail to continue improving you would produce bad product (Public_Secondary_Principal 5)

R: the curriculum changes will warrant the teachers to be developed in other to meet the new trend, we encourage the teachers to marry their curriculum not to teach out of content, and also introduce it to the pupils (Public_Primary_Headmaster 4)

R: it good for an organization especially in educational schools to improve, school businesses is competitive so you need innovation to succeed (Public_Secondary_HOD 9)

R: when we relent success would be stagnant, continuous improvement must continue for better achievement (Private_Primary_Assistant Headmaster 3)

R: And continuous improvement is important in school settings, for you to be successful in your field of leadership you must not be statics you must look for a means to improve (Private_Secondary_HOD 7)

R: we make sure that our staffs are retained, we also employ expert in the area those areas, we provide relevant material for effective teaching (Private_Secondary_HOD 5)

Role of effective leadership and innovation in school businesses

Public and private schools support the idea that effective leadership plays a critical role in school innovation in various ways. Effective leadership brings innovative improvement, management of

curricular modifications and good communication patterns. This helps in attaining and implementing a successful inventive set of ideas to improve school businesses. Illustratively:

R: effective leadership brings innovative improvement to the school (Private_Primary_Headmaster 2)

R: effective leadership place vital role in curriculum change (Private_Secondary_Principal 3)

R: effective communication significantly play role in achieving school objective (Public_Secondary_Principal 5)

R: My role helps in effective communication of changes in curriculum or objective forwarded (Public_Primary_Headmaster 4)

Management of changes in Curriculum

Findings revealed that both private and public schools undergo training and seminars on curriculum changes and management organized through a partnership between the Ministry of Education and many other educational agencies. Leaders in public schools were in close collaboration with the governmental agencies in updating the curriculum. More so, there were indications that changes in the curriculum affects teaching techniques and methodology as teaching materials designed for the updated curriculum are often delayed. Teachers are often mandated to improvise by using the previously designed teaching materials to fit the new updated curriculum. These are the coping strategies to manage changes in curriculum and innovation in public school. In contrast, private schools undergo training on the adoption of the updated curriculum. The leaders in private schools also engaged in research on curriculum development and proffer suggestions to the government on its improvement. The goal here is to expand knowledge which leads to innovation and improvement. The coping strategies employed by private schools' leaders entail scouting the market for enticing teaching materials that best suit the upgraded curriculum. Illustratively:

R: Introducing, exposing training and seminar for the teacher to gain more knowledge that will leads to continuous improvement of the school curriculum (Private_Secondary_Principal 1)

R: we modify the curriculum to match with what the government want and not to affect the student (Private_Primary_Headmaster 4)

R: teacher must change to the new curriculum because that is what the government want we train the teachers to the level of what is expected at that period, organize an internal (Private_Secondary_Principal 3)

R: training for them, they go for seminars also we rewrite the curriculum for better projection (Public_Secondary_Principal 6)

*R: we go for trainings seminars, make research to go with the updated curriculums
(Public_Primary_Headmaster 2)*

Communication Skill and Pattern

This sub theme held the premises that effective leadership roles entail effective communication of schools' objectives which foster innovation and improvement. The private and public schools agreed on these premises although the manner at which they perform these roles varies. Both private and public agreed that their communication skills are effective though different patterns were identified and established. In private schools, communication patterns were goal oriented towards addressing certain issues pertaining to the academic as well as the non-academic purposes such as morality and reporting learners' performance to parents. However, in the public schools, communication patterns are freelance in nature, in the sense that the situation determines the purposes of the communication. Communication patterns in public schools are often open and not designed to follow a specific course of action as opposed to private schools in which the communication was restricted to a specific attainment. Summarily, in public schools, communication patterns were much more subjective as opposed private schools which were much more objective. Evidently:

R: once there is a sense of commitment, we see our self as a team we no the failure of one is the failure of all and there is always communication and feedback and it has been helping us achieve the school objective.(Private_Secondary_Principal 4)

*R: I make sure the teachers are always happy, when I notice any of them isn't in a good mood, I make them smile, I play with them and Make teaching enjoyable to them
(Public_Secondary_Principal 3)*

R: for the student we have a forum on which we teach morals, we communicate with parent on performances of a child and give several ways on which it can be corrected, for teachers as well I give them rooms for improvement (Private_Primary_Headmaster 1)

*R: my free-lance communication skills has influenced the school in a positive way
(Public_Primary Headmaster 3)*

*R: I carry everyone along though I don't talk much and I don't force people to do things, also I communicate through indigenous language for better understanding
(Public_Secondary_HOD 2)*

R: I have a listening ear, am friendly to teachers and friendly to pupils, there is effectives communication (Private_Secodary_HOD 8)

Bad leadership and school growth

Both private and public schools have similar stands on the effect of bad leadership on school growth. These similarities are in respect to the outcome of bad leadership on school growth which is either developmental stagnation or closing down of the school. Despite these similarities, few discrepancies were identified by the participants. In the private schools, views on bad leadership centered around teachers' commitment and careless attitude which will result in school reputation damage, backwardness, encourage lawlessness and ineffective policy formulation and implementation. In public schools, shame and negative implication to the home and society at large were identified as consequences of bad leadership on school growth. They stress that bad leadership brings about social ills in the home and societies. Illustratively:

R: bad leadership would make teachers not to be committed to the work there would be nonchalant attitudes they may even go as far as damaging the image of the school (Private_Secondary_Principal 4)

R: bad leader is a shame to the home and society (Public_Secondary_Principal 2)

R: bad policy (Private_Primary_Headmaster 2)

R: a bad leader would head nowhere in life, he or she would remain stagnant or sink finally (Public_Primary_Headmaster 1)

R: bad leadership brings setback, it brings lawlessness (Private_Primary_Assistant Headmaster 3)

R: bad leadership kills the system (Private_Secondary_HOD 2)

R: bad leadership kills the school growth (Public_Secondary_HOD 7)

R: bad growth and performances, the organization will collapse (Public_Primary_Assitant Headmaster 4)

What impact does transformational leadership have on school growth and student academic performance?

Furthermore, both private and public schools' leaders unanimously agreed that bad leadership affects school growth and consequently affects students' academic performance negatively.

Evidently:

R: poor performance of the school, student, conflict and it can lead to bringing the school businesses to an end (Private_Secondary_HOD 6)

R: Bad, Bad (Public_Secondary_Principal 6)

R: bad leadership would make teachers not to be committed to the work there would be nonchalant attitudes they may even go as far as damaging the image of the school (Private_Secondary_Principal 4)

Leadership roles and impact of teachers in Nigeria schools

Findings revealed that there are various patterns of leadership roles on teachers in both private and public schools in Nigeria. Teachers' motivation, promoting innovation among teachers and evaluation and feedback on teachers' performance were the identified leadership roles in both private and public schools.

How does transformational leadership affect the engagement and morale of school staff?

Participants from private schools noted that regular payment of salaries is a way of motivating the teachers while in public schools, the government determines when and how teachers' salaries will be paid. Additionally, private schools encourage their staff members by offering them the chance to actively participate in decision-making, identify the resources they need to do their jobs, and support the school's success. However, this is different in public schools as their leadership team focuses on training the teachers with no adequate tools to materialize the skills acquired. Furthermore, a participant from public school, noted that if the government can consider paying teachers' salaries as at when due, this will motivate and encourage them to perform their job effectively. Regarding the provision of teaching aids and materials, private schools provide necessary teaching aids and material including the use of technology as opposed to public schools that encourage teachers to source for teaching materials themselves. Evidently:

R: paying staff regularly, better payment not owning staff, we also have pension for the staff and the school is providing enough materials and giving the student scholarship annually and supporting them when they are in need (Private_Seondary_Principal 3)

R: encouraging teacher giving them good comment that they can do more than this (Private_Primary_Assistant 4)

R: :I use to tell them that a tree cannot make a forest they are in the school for the students and not for me but there is always reward for hard labor I make sure the student especially those in the primary sections participate in external competition and if the student performs we always there's always reward for the teachers but if they don't perform well the teacher will b match in time and if I discover the teacher is not living up to my expectation I will show him or her the wat out (Private_Seondary_Principal 4)

R: paying their salaries regularly and provide resources materials (Private_Primary_Headmaster 1)

R: I tell them to always look for new means to increase their teaching skills and to yield good result (Public_Seondary_Principal 2)

R: In the school system we motivate teachers by providing all the resources needed for teaching (Public_Seondary_Principal 3)

Promoting Innovations among Teachers

The school leadership in both private and public schools in Nigeria played a significant role in promoting innovation among teachers. Teachers' innovation is promoted through training and organizing workshops in both private and public schools. Comparatively, training on educational technology use, seminars and conferences, attainment of higher educational qualifications, technological training, award and recognition strategies were employed to promote innovation in private schools while public schools focused on using persuasion and teachers' experience to promote innovation. Illustratively:

R: through training and organizing a workshop (Private_Secondary_Principal 2)

R: Recognizing innovation and raising award to motivate the teacher and the student to improve and make them do more for the better (Private_Secondary_Principal 4)

R: I tell my teacher that all students are teachable, all you need is to get different methods of teaching. (Public_Secondary_Principal 2)

R: innovation comes through experiences, education board also attending seminars, visiting friends of the same line to get ideas about innovation. (Public_Secondary_Principal 5)

R: making research and training the teacher on their teaching aids (Private_Primary_Assistant Headmaster 6)

R: giving the teacher assignment that will improve and promote innovations and giving the student a project or write up (Private_Primary_Assistant Headmaster 2)

R: by encouraging them through advice, I gather them and give them hint about the profession they are into, the purpose of education and how they can impact the students (Public_Primary_Assistant Headmaster 4)

Evaluation/Feedback on Teaching Performance

Teachers' performance was assessed by gathering and analyzing data on teachers' instructional methods, activities, and student outcomes in order to ensure teachers' productivity.

In the private schools, teachers' evaluation is done through measuring students' academic performance or project performance assigned to students while in the public schools the use of inspection by governmental agencies to evaluate teachers' performance checking their lesson notes, class registers, class arrangement, comportment of the students among other indicators.

R: giving the teacher assignment that will improve and promote innovations and giving the student a project or write up (Private_Secondary_HOD 7)

R: most of the times we do have inspectors from the government coming around checking our lesson notes, registers among other. Including kind of micro teachings, thereby calling teachers to teacher in the presence of other teachers while in the aspect of student I call them to teach moral lessons on assembly ground and by so doing I give gift, and in the teachers, aspect swell I reward them in both cash and kind (Public_Secondary_HOD 8)

Impact of teachers on Students/Pupils Performance

Teachers promote innovation, motivation, evaluation and class participation among students in both public and private schools. In private schools, the interest was directed towards a career prospect while in public school, the interest was directed towards societal needs and skills.

Students' Motivation

Teachers make use of different strategies for motivating students. In the private schools, gifts, openness to students, sharing studentship experiences, and career prospects attached to the courses were considered as means of motivating the students. In contrast, public school teachers motivate students to read, be punctual at school, and be friendly to them. Teachers in private and public schools believe that their strategies are crucial to students' motivation and creativity. Illustratively:

R: I encourage the student with gift whenever the performs well and for those that are not up to the task, I also encourage them to do better, I give them motivational talks (Private_Special_Subject_Teacher 3)

R: I encourage them to be closer to me, as much as I get closer to them, I share experiences of my student of studentship in the past and tell them how I have been able to excel (Private_Special_Subject_Teacher 2)

R: I make sure the student has understanding behind the career prospect behind that subject them to develop interest in the subject (Private_Special_Subject_Teacher 5)

R: make them to understand coming to school early is important, also I made them inculcate the habit of reading even when the teacher is not around, I encourage them to read novels (Public_Special_Subject_Teacher 4)

R: I am always open for both my student (Public_Special_Subject_Teacher 2)

R: My teaching method help students build practicality skill to help them in the society and I do encourage my student through jokes and advices(Public_Special_Subject_Teacher 3)

Promoting Innovation among Students

Teachers in private schools promote innovation and creativity among students by consultation and deliberation with the aid of well-structured teaching materials. Students were also allowed to cross check learning content on the internet and deliberate by questioning the information obtained. However, this case is quite different in public schools, as teachers employed several teaching methods without being rigid to a specific strategy. The strategies address several needs of the students and it is quite exhausting especially in large class. Illustratively:

R: I do this by setting up an innovative, where student rub minds together, set up a dialogue and work this together (Private_Special_Subject_Teacher 1)

R: when you teach using a structural material, pupils would understand better (Private_Special_Subject_Teacher 6)

R: we have grown into a digital world, if am to teach my learners, I give my learners is to expose them to question that involve adequate thinking so they can make research and bring ideas (Private_Special_Subject_Teacher 4)

R: I make use free-lance strategies (Public_Special_Subject_Teacher 1)

R: we just must ensure we go outside the school text books to sort for opinion to gather and go with the new change (Public_Special_Subject_Teacher 5)

R: we be allow them to be creative in their own way (Public_Special_Subject_Teacher 6)

R: My teaching method help students build practicality skill to help them in the society...(Public_Special_Subject_Teacher 3)

Student Participation in Class Activities

Teachers in private and public schools permit different levels of students' participation in class activities. Findings revealed that students' participation reflects strategies employed by teachers in promoting innovation and creativity. Teachers in private schools permit students to express themselves through consultation and deliberation on learning materials. Also, in public schools, teachers were friendly with the students and allowed students to ask questions. Both teachers in private and public schools make use of questioning in the form of probing to initiate student participation in class. Evidently:

R: [...] giving them the room to express themselves and then move forward from there (Private_Special_Subject_Teacher 4)

R: I use questions to allow students involvement (Private_Special_Subject_Teacher 5)

R: set up a dialogue and work this together (Private_Special_Subject_Teacher 1)

R: I am always open for both my student (Public_Special_Subject_Teacher 2)

R: I encourage students to ask questions and I also ask them questions for clarity. (Public_Special_Subject_Teacher 4)

Students' Periodic Evaluation

Teachers in private and public schools used school activities and assignments in evaluating students in relation to context learning and innovation. Evidently:

R: I ask questions, give assignment, ask them to make research on some practical topics (Private_Special_Subject_Teacher 1)

R: I try to make more research as possible and I encourage the student to follow suit, I expose them to electronics gadget (Private_Special_Subject_Teacher 2)

R: as I have said earlier communication is the key, borrow ideas, be a leader and not a boss, know what their personal challenges are by giving them the room to express themselves and then move forward from there (Private_Special_Subject_Teacher 4)

R: we give them class work and assignment (Public_Special_Subject_Teacher 1)

R: you know we have evaluation at the beginning and ending (Public_Special_Subject_Teacher 4)

The Principal Theme that Recurred in the Interviews

According to Given (2008), emerging themes are an essential component of inductive methods to qualitative research in the field of social science. The process of coding allows for the identification of these themes, which are generated from the lives of the participants. The following table offers a concise overview of the most significant topics that surfaced throughout the course of the interviews that were carried out with the participants.

Report of an In-depth Interview Having among School Management Board

During the interview with the School Leadership Team in the study, the themes emerged are stated below:

Table 2

Common themes from the interview with the school management board

Themes	Responses	Remark	
		Private	Public
Effective leadership style to drive innovation	Achievement of school set goals	++	+
	Ensuring availability of resources	++	+
	Effective management of resources	++	++
	Taking up responsibilities	++	++
	Making the school premises conducive for teachers-students-other staff	++	-
	Management of challenges	++	+
Strategies developed for innovation and continuous improvement in school businesses	Parent Teacher Association (PTA)	++	++
	Teachers meeting	++	++
	Training/Seminars	+	++
	Extra-curricular activities	++	+
	Teacher Aids/materials	++	+
	Making research	++	+
	Motivation	++	+
	Vocational training (school farming)	+	++
	Organizing science week	++	+
	Teachers' capacity building	+	++
	Sustaining innovative improvement	++	+
	Staff retainment	+	++
	Effective communication pattern	++	++
	Curriculum training and seminar	++	++
	Adoption of changes in curriculum	++	++

Management of changes in curriculum to foster innovation and continuous improvement	Provision of new teaching material to match changes in curriculum.	++	+
	Suggestion for curriculum change	+	++
Bad leadership on students' performance and school growth	Bad policy formation	+	+
	Lack of commitment	++	+
	Nonchalant attitude	++	++
	School growth stagnation	+	+
	Can lead the school out of operation	++	++
	Poor students' academic performance	++	++
	Damage of school reputation and loss of goodwill	++	+
Impact of school leadership on teachers and students	Teachers and student motivation	++	++
	Promoting innovation	++	+
	Evaluation and feedback	++	+
Leadership Style that would be appropriate to Leverage Innovation (<i>Distributed Leadership</i>)	Collaborative Expertise Response: "Distributed leadership leverages the collective expertise within a team, allowing for a diverse range of perspectives and skills to contribute to innovative solutions. This collaborative approach taps into the wealth of knowledge across the team, driving creative and effective innovations."	+	+
	Adaptive Structures Response: "Innovation thrives in adaptable structures facilitated by distributed leadership. Teams under this style are empowered to adapt quickly, exploring various innovative pathways and adjusting strategies based on collective insights, fostering a culture of continuous evolution and improvement."	++	+
	Delegated Responsibility Response: "Distributed leadership delegates responsibility across the team, empowering individuals to take ownership of innovative initiatives. This approach encourages autonomy and accountability, nurturing a culture where each member actively contributes to and champions innovative ideas."	++	++
	Shared Decision-Making Response: "Innovation flourishes in an environment where decision-making is shared among team members. Distributed leadership allows for collective input, creating a platform for diverse viewpoints to be considered, driving the emergence of novel and creative solutions."	+	+
	Networked Collaboration Response: "Distributed leadership fosters a networked collaboration structure that is essential for innovation. By enabling open communication channels and cross-team collaboration, this style cultivates an environment where diverse ideas and expertise intersect, sparking innovative approaches."	++	++
	Fluid Knowledge Exchange Response: "Innovation is fuelled by the fluid exchange of knowledge and ideas. Distributed leadership promotes a culture where knowledge flows freely among team members, enabling	++	++

	a continuous exchange of insights and experiences that lead to groundbreaking innovations."		
	Holistic Support Structure Response: "Distributed leadership provides a holistic support structure for innovation. By distributing leadership roles across the team, it ensures that support and guidance for innovative endeavours are readily available, empowering every member to contribute to the innovation process."	++	+
Leadership Style that would be appropriate to Leverage Innovation (<i>Transformational Leadership</i>)	Inspiration and Vision: Participants discussed how transformational leaders in education inspire a shared vision for innovation. This subject includes the leader's capacity to provide an engaging future vision for education, giving teachers a feeling of direction and purpose.	+	+
	Support for Risk-Taking: Transformational leadership often involves encouraging risk-taking and experimentation. Participants highlighted how leaders who support calculated risks create an environment where educators feel empowered to try new approaches, leading to innovation in teaching methods and curriculum design.	++	+
	Teacher Empowerment: Discussions centered around how transformational leaders empower teachers to take ownership of their roles and contribute to the innovation process. Empowered teachers will likely engage in creative problem-solving and the implementation of innovative pedagogical strategies.	++	++
	Emphasis on Professional Development: Participants talked about the role of transformational leaders in promoting continuous professional development. This theme relates to how leaders support ongoing learning opportunities, ensuring that educators stay abreast of new technologies and innovative teaching methodologies.	+	+
	Building a Positive and Inclusive Culture: Transformational leaders often focus on building a positive and inclusive organizational culture. Interviewee revealed how this type of leadership fosters a culture that values diverse perspectives, collaboration, and open communication—factors conducive to educational innovation.	++	++
	Alignment with Educational Goals: The talks focus on how transformational leaders coordinate innovative initiatives with the institution's larger objectives and purpose. This alignment ensured that innovations are purposeful and contribute to the overall improvement of the educational experience for students.	++	++
	Communication and Feedback: Participants discussed the importance of effective communication and feedback in the transformational leadership style. Transparent communication and constructive feedback	++	+

	were seen as essential for fostering an atmosphere that allows for the exchange, improvement, and application of ideas for continuous innovation.		
	Impact on Student Learning Outcomes: Themes emerge around how transformational leadership directly influences student learning outcomes. Participants also discussed specific examples where transformational leaders have driven changes that positively impacted student engagement, performance, and overall academic success.		
Leadership Style that would be appropriate to Leverage Innovation (<i>Adaptive Leadership</i>)	Responsive Decision-Making: Interviews revealed that adaptive leaders in education are adept at making responsive and timely decisions. This theme also highlighted the leader's ability to adapt strategies quickly to address emerging challenges and opportunities, fostering an environment conducive to innovation.	+	+
	Cultivating a Culture of Continuous Learning: Participants discussed how adaptive leadership promotes a culture of continuous learning among educators. This theme also involved discussions on professional development opportunities, encouraging educators to stay abreast of new teaching methodologies, technologies, and research, thereby fostering innovation.	++	+
	Fostering Flexibility and Experimentation: Themes emerged around the leader's encouragement of flexibility and experimentation. Adaptive leaders were seen as creating an atmosphere where trying new approaches and learning from failures are not only accepted but encouraged, contributing to a culture of innovation.	++	++
	Empowering Stakeholders: Interviews explored how adaptive leaders empower stakeholders at various levels. This theme also included talks on how great leaders involve community people, parents, educators, and students in decision-making processes, encouraging a feeling of ownership and collaboration that results in innovative solutions.	+	+
	Building Resilience: Participants discussed how adaptive leadership contributes to building resilience within educational institutions. This theme could involve discussions on how adaptive leaders help organizations navigate challenges and setbacks, fostering a resilient mindset that supports innovation in the face of adversity.	++	++
	Balancing Stability and Change: Themes emerged around the leader's ability to balance stability with the need for change. Adaptive leaders might be seen as maintaining foundational elements of stability while also facilitating a climate where innovation can thrive and contribute to continuous improvement.	++	++

Table 3

Comparison of the responses of participants from public and private schools

S/N	Comparison Parameters	Public Schools	Private Schools
1	Objectives	To provide the public high-quality education as a social service	To provide quality Education for Profit Making
2	Leadership and Administration	Government has entrusted this to the management but still micro-manage them.	Individuals or owners manage the schools. Leadership is developed
		Administration processes is subjected to bureaucratic bottlenecks	Leadership and Administration process is easy, fast and productive.
3	Innovation in Schools	No or less motivation for Innovation, most time innovation is not accepted or difficult to implement	Leaders are encouraged to Innovate, innovation is accepted and implemented
4	Continuous Improvement	No or less motivation for Continuous Improvement. Most times, the suggested Continuous Improvement are not implemented.	Leaders are encouraged to initiate Continuous Improvement; the suggested Improvements are also implemented.

Table 4

Extract of the results of the Thematic Analysis of study's findings

S/N	THEMES FROM THE FINDINGS	SOME OF THE RESPONSES
1.	Effective Leadership Style	Drive Innovation and Coordinate the desired continuous improvement in school businesses
2.	Strategies developed for Continuous Improvement Is school businesses	Extra-curriculum activities, teachers aids & materials, vocation training, excursion organizing science week
3.	Management of Changes in Curriculum	Adoption of changes in curriculum with training, new teaching material to match changes in curriculum
4.	Ineffective Leadership on students' Performance and School Growth	Bad policy formation, Lack of commitment, Nonchalant attitude and School growth stagnation
5.	The effects of school leadership on educators and learners	Teachers and learner motivation, Promoting innovation and Evaluation and feedback
6.	Leadership Style that would be appropriate to Leverage Innovation (<i>Transformational and Distributed Leadership</i>)	In Transformational and Distributed Leadership Styles, responsibility is distributed, encourages collaboration, and therefore fosters an environment conducive to innovation within a team or organization.

Evaluation of Findings

The results demonstrated that utilizing democratic leadership techniques provides educators with the opportunity to express their thoughts, making them feel respected and motivated to put out their best effort. Bossy leadership style was also identified as a method of leadership that both hinders and ensures the growth of school businesses, provided the leader can use it well. The leader's listening skills were more important than his or her leadership drive in enabling successful leadership style practices. The findings, which tend to promote preventive discipline while minimising remedial punishment, partly support Jumba's (2017) advice that the school leadership adopt a democratic style of leadership.

Strong discipline in the classroom is promoted by the leadership approach that incorporates instructors, who are regularly observed to guarantee their well-being. According to Garg and Ramjee (2013), a leader with a democratic leadership style would foster trust and show empathy for the growth of their team members. Their conclusions are further supported by their research, which found a favourable relationship between democratic leadership and continuing commitment. Our research showed that although ineffective leadership results in failure, effective leadership produces successful outcomes. Additionally, using instructional leadership stimulates and facilitates good monitoring of teaching and learning. Punctuality among instructors and learners. Good relationships with students and an open atmosphere foster a favourable learning environment, which improves performance. According to Kabeta, Manchishi, and Akakandelwa (2015), the results support their association between teacher motivation, the ethos of the institution and the quality of teaching and learning. The main thesis is that the quality of education and learning is greatly influenced by the individual or group in charge of supervisory monitoring.

Effective leadership involves involving teachers, providing them with assistance, and conducting routine supervision to guarantee their well-being, all of which promote good discipline in the classroom. The findings were corroborated by Garg and Ramjee (2013), who argued that a leader using a democratic leadership style would cultivate employee trust and knowledge of professional advancement and that democratic leadership is positively connected with continued

commitment. The results showed that effective leadership results in successful performance whereas ineffective leadership results in failure. Additionally, using instructional leadership motivates and assures proper oversight of teaching and learning. both students and teachers showing up on time. An open environment fosters a positive relationship with students and a favorable learning environment, which improves performance. This finding is in agreement with the findings of Kabeta, Manchishi, and Akakandelwa (2015), who established a There is a relationship between the leadership of the school and the quality of instruction, the motivation of teachers, and the ethos of the school. It is essential to keep in mind that the effectiveness of both teaching and learning is directly proportional to the presence of a person or group that is responsible for exerting supervisory authority.

The study's conclusions indicated that the school's administrator should refrain from employing physical force on teachers, act as an example for them, and collaborate with them to raise the school's performance. Additionally, in order for head teachers to strengthen their leadership styles, they need to be adaptable enough to let instructors choose the best method of education for themselves while yet exercising overall control. The results somewhat support the claims made by Louis, Dretzke, and Wahlstrom (2010) that effective school leaders employ the same fundamental leadership techniques. The ability of leaders to adjust within the context of the environment in which they operate is demonstrated more by how they implement leadership practices than by the methods themselves.

Furthermore, the findings demonstrated that the head teachers' leadership styles may be improved by the implementation of regular training in the form of workshops, in-service training, and self-improvement exercises. Additionally, continuous professional development through instruction and self-study were crucial in enhancing the leadership styles of the head teachers. Andende (2016)'s advice that head teachers' leadership styles be improved via the hosting of workshops to increase their competence in order to promote their morale and performance in schools is backed by the research's conclusions. The results showed that the school head's leadership style might be enhanced by utilising a variety of leadership philosophies to suit the

circumstances. Additionally, establishing clear policies that must be adhered to rigidly and everyone being treated equally is necessary for the leadership style of principals or HODs to be effective or improved. The results loosely aligned with a 2016 study by Tibagwa, Onen, and Oonyu that suggested school administrators use appropriate leadership philosophies to adapt to changing circumstances, expectations from teachers, and institutional mandates. In summary, a strong leadership style affects how schools operate in the long run, regardless of the specific circumstances around them. However, the teacher-student leadership style is also significantly influenced by the management leadership style. More specifically, poor management had a detrimental effect on the school's administration and teachers, however the effects varied depending on the sort of school environment.

Summary

The information gathered from the researcher's school observations and the interviews with the leadership of each school makes it very evident that a school head's or leader's A significant influence on the school's capacity for innovation and ongoing development is exerted by the leadership style as well as the behaviour of both teachers and students. The leader of the school should operate in a way that encourages a humane, fruitful, and good relationship between the instructor and the student. The instructor approaches their work with an inclusive mindset. Just a small number of school heads adhere to authoritarian leadership styles, while the majority adopt democratic approaches. This implies that school administrators should include teachers in decision-making and keep them informed of any developments or circumstances that might have an impact on them. Thus, there is less chance that the instructors would harbour resentment. These findings are consistent with the findings of this research, which are in agreement with them. of previous research that have been undertaken on the issue of leadership styles. These investigations have discovered that democratic leadership is the most favoured type, while authoritarian and laissez faire leadership styles receive less support. Each management approach, whether authoritarian, participative, or laissez-faire, offers advantages as well as drawbacks. Over the

course of their tenure, a leader will utilize all three leadership styles, but one will typically emerge as the most influential.

CHAPTER 5

IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

Introduction

In this chapter, we will discuss the consequences of this thesis, as well as its recommendations and overall conclusions. The sample for the study consists of eighty (80) individuals. These individuals represented the population of the leadership, and some senior academic staff from chosen schools also contributed to the sample. The sample population includes members of the School Leadership Teams from a selection of Primary and high schools, including government-owned and private-owned schools located in the Ifo Local Government Area of Ogun State in Nigeria. Understanding the influence or impact that diverse approaches to leadership styles posed on the ongoing improvement and innovation of school operations as well as the academic performances of students was the challenge that faced the researcher. Within this context, This research was conducted with the intention of studying the role of transformational leadership in fostering innovation in Nigerian school businesses in the State of Ogun in Nigeria. Specifically, the research was conducted in Nigeria.

A great business leader is one who understands the need of both innovation and improvement, and who knows that although these terms may have distinct connotations, they are both equally important for an organization's long-term success. According to Jean Piaget (1964), the primary objective of education is to generate individuals who are capable of accomplishing new things, as opposed to just repeating what had been done by past generations. These are people who are creative, ingenious, and hungry for knowledge. Innovation is required not just to advance our educational system and our commercial sector, but also to confront the difficulties that face the world both now and in the future. Earlier, Jackson (2000) proposed that business growth may be seen of as a trip, and that the difficulties that school enterprises have in terms of improvement are, in part, dictated by where they are located in that journey. Specifically, he stated that the journey that a business is on determines the type of improvement challenges that they face.

The assumption that schools are able to grow their capacity for continuous improvement is underlying the current worldwide movement for increased accountability of school businesses. Although policymakers, scholars, and practitioners all agree that it is important to establish school-wide capacity for continuous improvement, there is still relatively little empirical data to support this assertion. (Hallinger & Huber, 2012). According to another body of research, improving school administration also necessitates adopting leadership strategies that place an emphasis on fostering an environment conducive to professional development (Hallinger & Heck, 2011). Building on these ideas, this study looked at the role leadership plays in helping businesses—especially those in schools—experience ongoing innovation and improvement. The implications of weak leadership (such as a lack of vision, poor management, communication, and motivating qualities) on school operations, development, and student accomplishment are concerning these days, according to Gonfa (2019). This is especially valid in the current environment. This harmful action caused a significant degree of decadence (such as a decline in educational standards, indiscipline, corruption, and inefficiency) to be experienced in Nigeria's educational system, which is why this study was conducted. The quality of schooling has declined. Discipline has been present. Corruption has occurred. Furthermore, it has had the effect of reducing the enrolment of pupils in public schools and increasing the number of private schools that are being built, many of which lack the professionalism expected of this form of organization. Realizing that both improving and inventing are vital and that both need to be a part of one's leadership repertoire is a significant task that faces all leaders, including those in school administration. This is a challenge that faces all leaders, including those in school administration. The research problem statement was viewed from three (3) perspectives below:

The importance of the research in real life: The condition and quality of any given organization is not by chance. No person or institution acquires success or failure by mistake; someone led them there because leadership is everything! The constant collapse of leaders across our culture in school, business, sports, entertainment, politics, and religion has severely eroded the trust,

hope, and confidence of the people who elected, appointed, hired, and followed them. How well a leader leads determines how successful and effective the organization will become. An organization will not grow beyond the leader's ability to lead; in other words, an organization cannot achieve greatness beyond its leadership ability.

In the words of John Maxwell, everything rises and falls on leadership. He also opined that the leader determines the limit of the potential for the organization to grow. Jim Collins, in his extensive research of what makes companies great and others simply good, concludes that leaders of great companies were all cut from the same cloth. They had similar traits that made them stand out and therefore their organizations. Whether in business, school, sports, family, religion, or politics, make no mistake, leadership is the catalyst of success and failure.

The existing gap in literature: A significant body of literature on leadership, school reform, and improvement has been published in recent years. A portion of this has been examined and spoken about in relation to general education. Studies on the function that leadership performs in educational institutions business to experience continuous improvement and bring in new innovations to compete with the problems of the twenty-first century, however, are scarce in this nation.

A gap in the methods used to study the problem or the opportunity to use new/alternative methods to study the issue: Through interviews and the observation of events that took place in natural settings, the researcher deeply engaged with each participant in order to get a deeper comprehension of the phenomenon that was being investigated. Each participant was responsible for developing their own viewpoints about their leadership and management approaches and experiences. This allowed the researcher to gain an understanding of how the leadership and management practices of the participants contribute to school improvement. This is because the objective of qualitative research is to engage in research that makes inquiry for the purpose of gaining an in-depth understanding of a phenomenon rather than investigating the surface characteristics of a phenomenon (Golafshani, 2003).

Effective leadership is among the most crucial elements with the purpose of bringing about constructive shift inside an organization. In the absence of any leadership in a company or other business organisation, the company or organisation will not be able to change in the way that they want it to and may instead experience negative change. Unquestionably, research demonstrates that having strong leadership in schools is an essential attribute of schools' efficacy (Hallinger & Heck, 1996). However, understanding how effective school businesses leadership can foster innovation, change, and improvement rather than merely upholding the status quo is needed.

The research was carried out by means of a face-to-face interview that was directed toward the primary role actors (Headship) in school businesses inside each of the twenty-two (22) schools that were sampled. Participants for the researcher's study came from a total of twenty-two (22) different schools, eleven (11) of which were private and eleven (11) of which were public. There were six (6) participants from each of the private and public secondary schools, and there were five (5) participants from each of the private and public primary schools in the area. Participants range in age from 35 to 60 and have a combined total of more than 5 years of classroom and administrative experience. During the course of the debate, the participants themselves were taking notes on the field, while observations were also made.. In addition to that, the literature study served as a tool for locating and developing leadership indicators for the purpose of promoting continuous improvement and innovation in school businesses, which in turn served as a tool for analysing the data that was gathered. The data that was collected, analysed, and then discussed provided strong confirmation that a successful, innovatively driven, and 21st century school businesses can only be achieved through the effort of transformational and pragmatic leaders who used continuous improvement as a tool to achieve the desired innovations. This conclusion was reached as a direct result of the data that was obtained, analysed, and then discussed.

The administration of schools was the subject of this study. It sought to construct a comprehensive theory of the circumstances under which school leaders (including principals, headteachers, and department heads) in Nigeria are responsible for driving innovation and continuous improvement in school businesses by drawing on the experiences and perspectives of school leaders. As a result, the use of various holistic designs was needed. For the purpose of constructing meaning and locating responses to the research questions, For the purpose of this investigation, the qualitative research methodology was chosen as the right approach, and the Case Study design or method was chosen as the appropriate design or method. In addition, the relevant ethical considerations were implemented, such as voluntary participation, confidentiality, anonymity, data security, and adherence to the right to privacy. These measures were taken.

In this chapter, we present the broad ramifications of this thesis, along with some recommendations and conclusions. Examine Leadership Styles and Traits of the Headship in the Selected Schools and Determine How They Drive or Bring Innovations and Continuous Improvement to school businesses This was the problem that the researcher had to solve in order to understand what was causing him so much consternation.

Review of the Study's Key Findings and Research Questions

How do transformational leadership foster innovation in Nigerian school businesses?

Q1. What specific behaviours and practices define transformational leadership within Nigerian school businesses?

Q2. How does transformational leadership influence the implementation of innovative practices in school operations?

Q3. What impact does transformational leadership have on school growth and student academic performance?

Q4. How does transformational leadership affect the engagement and morale of school staff?

Q5. What strategies can be developed to enhance the effectiveness of transformational leadership in improving school performance and student outcomes?

The research indicated that utilizing democratic leadership styles allows teachers the opportunity to share their perspectives, which in turn makes them feel appreciated and motivates them to work hard to achieve good results. In a similar vein, a command-and-control leadership style was recognized as a leadership style that both inhibits and enables the growth of school businesses, given that the leader is able to employ it successfully. The ability of the leader to listen was more important in enabling good leadership style practices than any other leadership drive. According to Jumba (2017), who suggested that the leadership of the school adopt a democratic leadership style, the findings are partly in agreement with those of the participants. since this approach tends to foster preventive discipline while reducing the need for corrective punishment.

Encouragement of proper disciplinary practises in the classroom comes from a kind of administration that gives teachers a voice, provides them with support, and keeps a close eye on them to ensure their wellbeing. According to Garg and Ramjee (2013), dedication to continuity is positively correlated with democratic leadership. According to their results, a democratic leader would foster trust among staff members and place a strong focus on their professional growth. These findings were a further complement to the findings that were found by other researchers. Garg & Ramjee (2013). According to the findings, effective leadership is directly correlated to positive performance, and ineffective leadership is directly correlated to failure. In addition, the utilisation of instructional leadership encourages, in addition to ensuring that there is enough monitoring of teaching and learning. Punctuality is expected from both the instructors and the students. An open climate produces an atmosphere that is beneficial to learning that is conducive to learning and excellent interactions with learners, in both cases, a successful performance is achieved. The results are consistent with the findings of Kabeta, Manchishi, and Akakandelwa (2015), who discovered a relationship between school leadership and the quality of instruction and learning, teacher motivation, and school ethos. A considerable influence, either good or bad,

on the quality of education that is offered to pupils is exerted by a person or group that is responsible for exercising supervision obligations. This is the central notion.

The study's conclusions led to the establishment that effective leadership by the head teacher helps to the formation of an atmosphere that is favourable to learning. This, in turn, inspires learners to work hard, which, in turn, leads to strong performance and continued progress in school operations. Furthermore, effective leadership is a powerful motivator that encourages strong discipline, which eventually leads to strong performance. According to Robinson, Hohepa, and Wahlstrom (2009), an increasing amount of study evidence indicates that building trust is necessary for the successful distribution of leadership. This conclusion is in accordance with their results, as stated by Robinson, Hohepa, and Wahlstrom (2009). Trust is strongly associated to a number of different things, including a good school ethos, improved conditions for instruction and learning, a stronger sense of teacher authority in the classroom, and persistent gains in student conduct, participation, and performance. A wonderful educational environment and trust are strongly correlated.

According to the conclusions of the research, the principal of the school should refrain from using physical force on the instructors, should serve as a model for them, and should collaborate with them in order to accomplish this objective. This is necessary in order to enhance the overall quality of the education that is provided at the institution. In addition, in order to enhance the leadership styles, the head instructors need to be adaptable and provide the teachers the liberty to make their own decisions on the most effective methods of instruction, while at the same time keeping complete control over everything that is going on around them. According to Louis, Dretzke, and Wahlstrom (2010), successful school leaders make use of a consistent set of essential leadership tactics. The results provide some support for this hypothesis, which claims that good school leaders make those approaches consistent. It is not the leadership practices themselves that indicate a leader's capacity to be able to adjust to the conditions in which they are

operating; rather, it is the method in which the leader applies the practices that reveals the leader's ability to change in response to the environment.

The results also suggested that frequent training in the form of Self-improvement, seminars, and in-service training would all be advantageous in the process of strengthening the leadership styles of head teachers. This was demonstrated by the fact that the findings showed that regular training would be beneficial. If the leadership styles of the head teachers were to be enhanced, for them to be successful, it was necessary for them to participate in ongoing professional growth. in the form of training as well as personal learning. The results are in accordance with the suggestions made by Andende (2016), which say that the leadership styles of head teachers should be addressed by providing them with opportunities to participate in workshops designed to enhance their capabilities to improve their academic achievement and increase their morale. This set of suggestions was provided by Andende in the year 2016. As a consequence of the findings, one approach that can be used to improve the leadership style of school administrators is to employ a variety of various leadership styles in order to choose the one that is most appropriate for a certain situation. This is one of the methods that may be employed. In addition, for the leadership style of a principal or head of department to be considered successful or enhanced, it is necessary to develop clear rules, and these laws should be adhered to with great care. To add insult to injury, everyone ought to be treated in proportion. Research that was carried out by Tibagwa, Onen, and Oonyu (2016) was found to have some parallels to the results that were discovered. Following the findings of that research, the authors suggested that school administrators should use leadership styles that are suitable for the circumstances, requirements, and goals of professional growth of teachers, in addition to the requirements of the schools that they are responsible for serving. A number of parallels were found between the results provided here and those of that research.

There is a correlation between the presence of a successful leadership style and the ongoing expansion of school businesses, regardless of the kind of school where it is applied. This

is the conclusion that can be drawn from the previous sentence. One thing that should be taken into consideration, however, is that the management style of leadership has a significant impact on the teaching and learning that takes place for both students and instructors. In addition, bad management had a negative impact not only on the instructors but also on the leadership of the school; however, the specific way in which these effects manifested themselves varied depending on the kind of school environment.

The contributions that the study has made to the various bodies of knowledge that are already in existence.

In light of the findings of this research, it is clear that school administrators play a significant part in encouraging innovative ideas and ensuring continual improvement efforts in school businesses, highlighting the importance of this job.

This study makes a number of important contributions to previous research and theory:

The first of these is that it highlights the fact that the leadership model and style of the head of a school will go a long way toward determining the level of innovation and continuous improvement that will characterize such a school businesses, as well as how the business plans to adjust to the ever-evolving needs of the contemporary. This is because, there exist the lack of studies of leadership in educational organizations which directly focus on leadership style and its influence. This study will close a gap in the body of knowledge by investigating how people's perspectives on leadership evolve as a result of participating in school reform initiatives. Leadership, according to academics, is one of the most important factors in shaping workers' mindsets, actions, and loyalty to the company (Mulugeta and Hailemariam, 2018).

The contributions that the study has made to the various bodies of knowledge that are already in existence: The significance of this work is brought to light by the findings of this research, which emphasize the fact that the role of school leaders is important in promoting innovation and ensuring that attempts to enhance school operations are ongoing.

Significant Contributions to Methodology: For the purpose of gaining a comprehensive and in-depth understanding of how leadership fosters innovation and assures continual development in school businesses, this study employed the qualitative case-study research technique. The quantitative research approach has been the focus of the vast majority of the research that has been carried out on the subject of school development. This is the case from a methodological point of view. In the year 2003, it was Golafshani. Adding to the current body of knowledge is something that this study will do and broaden its scope by addressing questions about the ways in which the experience of school improvement alters people's perceptions of leadership and their attitudes towards it. Specifically, this study will look at how people's understandings and attitudes change after being involved in school improvement. It is abundantly clear, from the points of view of academics, that leadership plays a significant part in influencing the attitudes, behaviours, and level of commitment that employees have to the organization (Mulugeta & Hailemariam, 2018).

Contributions to Business: It is clear that the results of this investigation are in agreement that a successful, innovatively driven, and 21st century school businesses can only be achieved through the effort of pragmatic and transformational leaders who use continuous improvement as a tool to achieve the desired innovations. Contributions to Business: This has taken on a greater level of significance in light of the fact that one of the obstacles to the growth of leadership in African and developing countries is the dearth of research conducted on educational leadership in those countries.

Jung, Wu, and Chow (2008) conducted research in which they discovered that transformational leadership has a substantial positive relationship with innovation in education (Jung, Wu, & Chow, 2008). There is a strong correlation between transformational leadership and increased levels of innovation in educational settings. According to the findings of research that was conducted by Leithwood, Jantzi, and Steinbach (1999), transformational leadership had a considerable impact on creativity in educational institutions.

Another study conducted by Pillai, Scandura, and Williams (1999) demonstrated There exists a favourable association between creative activity and transformational leadership among

individuals among followers in educational settings (Pillai, Scandura, & Williams, 1999). It has been shown that transformational leadership has a favourable impact on innovation in educational settings. There is a substantial positive association between transformational leadership and organizational innovation in higher education institutions, according to research that was conducted in Nigeria by Ololube (2012). In the context of Africa, research conducted by Onywere, Namusonge, and Odundo (2013) discovered that transformational leadership in higher education institutions in Kenya had a positive influence on student outcomes. These findings provide indirect support for the concept that this style of leadership can contribute to a culture of innovation (Onywere, Namusonge, & Odundo, 2013).

These results support the idea that transformative leaders encourage and inspire their followers to achieve success, fostering a climate where innovative ideas are encouraged (Bass & Riggio, 2006). In research that was carried out in Nigeria, Osunde and Imouokhome-Obayan (2019) discovered that there is a substantial positive association between transformational leadership and innovation in higher education institutions. Osunde and Imouokhome-Obayan (2019) conducted research that offers evidence that demonstrates the efficacy of transformational leadership in fostering innovation within the framework of an educational institution in Nigeria. A meta-analysis by Girmay, Singh, and Bereket (2021) that included research from African countries found a strong positive relationship between transformational leadership and innovative behavior in educational organizations across the African continent (Girmay, Singh, & Bereket, 2021).

In conclusion, there is no universally applicable solution to the question of which leadership style is the "best" for leveraging innovation in Nigerian schools. A combination of transformational, distributed, and adaptive leadership, adapted to the specific context and conditions, can help promote innovation and improve the quality of education in Nigeria. Leaders should be flexible, responsive, and focused on empowering their educators to create positive change in the education system.

In addition to that, it is possible that this study is one of the very few that investigates the efficiency of schools in Nigeria from the perspective of those in positions of authority that is found within the schools itself as well as continuous improvement. The researcher was able to discover the study by Shonubi (2012), which studied the ways in which There is a correlation between leadership and management dynamics and the performance of schools via the use of an ethnographic case study of two Nigerian schools situated in the city of Lagos. This is the reason why this is the case. This was the study that was found to be the most relevant to the topic at hand.

Implications of the Research

The findings from the research reveal that transformational leadership in Nigerian school businesses is characterised by a flexible, adaptive approach where leaders employ a variety of leadership styles—democratic, laissez-faire/delegation, autocratic, situational, and transformational—based on situational demands. This adaptability is essential in addressing the complexities of educational environments and fostering a culture of continuous improvement and innovation. The use of democratic practices, particularly prominent in public schools, highlights the importance of inclusive decision-making in enhancing school performance. By giving teachers a voice in decision-making processes, leaders create a sense of ownership and commitment among staff, which in turn improves motivation and classroom performance. This aligns with previous research, such as Jumba's (2017) findings, which suggest that democratic leadership supports preventive discipline and minimises reliance on punitive measures.

A notable characteristic of transformational leadership in these schools is situational responsiveness. Public school leaders frequently employ situational and transformational styles, adjusting their leadership approach to align with the unique needs and challenges of their schools. This reflects the perspective that, as Keedy (1993) observed, varying leadership approaches are more effective in complex conditions, where no single style can address every scenario. Trust-building and fostering team cohesion are also fundamental aspects of transformational leadership in Nigerian schools. Private school leaders, in particular, emphasized the importance of trust, open communication, and supportive relationships among staff. This approach resonates with Garg and

Ramjee's (2013) view that democratic leadership cultivates organizational commitment. Moreover, transformational leaders who are attuned to the emotional needs of their staff help build a cohesive, positive school culture, reinforcing Daniel Goleman's assertion that leadership style significantly shapes organisational climate.

Another critical outcome of transformational leadership identified in the study is its capacity to drive innovation in school operations. Both public and private school leaders recognized that flexibility in leadership style is crucial for fostering creativity and enhancing school performance. Leaders in private schools, in particular, stressed the value of maintaining competitive standards, continuously improving quality, and recognizing achievements, as these are essential for sustaining success in a rapidly evolving educational landscape.

The findings also emphasise the importance of continuous professional development for school leaders. Leaders in both public and private schools advocated for regular training and development, such as seminars and workshops, to hone their skills and keep pace with the shifting demands of education. This insight supports Andende's (2016) recommendation that structured professional growth opportunities are essential for enhancing head teachers' leadership capabilities, ultimately improving classroom performance and overall school outcomes.

An additional aspect of transformational leadership observed in the study is the engagement of parents and the broader school community. Strategies like regular Parent-Teacher Association (PTA) meetings and open communication with parents strengthen the school's ties with its community, fostering shared commitment to educational goals. By involving parents in decision-making, schools build a supportive network of stakeholders that contributes to a positive learning environment and reinforces the role of the community in school improvement efforts.

Moreover, the research findings underscore the impact of transformational leadership on student outcomes. Leaders who prioritize open collaboration, continuous feedback, and teacher well-being foster an environment where students can thrive. By creating a nurturing and supportive culture, transformational leaders help cultivate an atmosphere of excellence that positively affects students' engagement and academic success.

In conclusion, the findings suggest that transformational leadership within Nigerian schools is not a static model but a dynamic practice that adapts to the specific needs and circumstances of each school. Leaders who demonstrate flexibility, inclusivity, and a commitment to continuous improvement create conditions that not only support student success but also drive school innovation. To sustain and further develop these leadership practices, ongoing professional development for school leaders is crucial, alongside strong support from governmental bodies, particularly in public schools that face resource limitations. This comprehensive approach to transformational leadership can address the challenges currently facing Nigerian education and establish a solid foundation for future advancements.

Recommendations for Application

After going through the trouble of listing the findings of the study, it is essential to make the recommendations that are provided below as they pertain to the role of transformational leadership in fostering innovation in Nigerian school businesses. Following are some suggestions that can be considered in light of the facts presented above:

When it comes to the accomplishment of educational objectives, the leadership style of a school's principal should be a factor with goals and objectives through the demonstration of leadership qualities on teachers and students, and all school leaders should apply the most effective leadership method as required by the circumstances at the educational institution. The leadership style of the educational institution's leader should be applied as demanded by the circumstances in the school.

It is essential for every single educator and leader, in particular, to be able to recognize which style of leadership is the most efficient among the several options available. The children's total academic success will benefit from this, which will be a beneficial contribution at the same time. The student is provided with chances for active engagement in the teaching, learning, and leadership activities that take place in the classroom. This allows the student to achieve the desired outcome.

It is recommended that school leadership teams such as Principals, Vice-principals, and HODs may properly communicate with teachers for the purpose of discussing their school's goals, curriculum, and classroom observation. Additionally, it is recommended that these teams arrange proper trainings sessions and provide proper resources for improving teaching and learning practices, which will ultimately improve continuous and innovative school businesses.

Due to the fact that not all teachers have the same educational background, it is imperative that all teachers, regardless of their educational background, receive adequate management and classroom organization instruction as part of their professional training. During the time that students are being instructed and educated, every level of educator will be able to successfully keep classroom discipline thanks to this.

Research conducted by Hallinger and Heck (1996) indicates that an efficient school must have strong school leadership to be successful. What is required, however, is an understanding of how school businesses leadership can facilitate transformation, continuous improvement, and innovations rather than merely maintaining the status quo.

Adding to the existing body of knowledge is the contribution that the results of this research make. on the role of transformational leadership in fostering innovation in Nigerian school businesses in school businesses by providing a practical application of the information. An investigation like this one was carried out with the intention of adding practical intent to the information that was already available. The objective is that it would contribute to the sharing of knowledge about how to harness educational innovation and Continuous Improvement to alter the systems that are used in Nigerian schools. According to Yukl (2002), an increasing number of individuals are coming to the realization that leadership is a crucial aspect that not only contributes to the success of organizations but also to the success of educational institutions.

It was strongly confirmed that a successful, innovative-driven, and 21st century school businesses can only be achieved through the effort of pragmatic and transformational leaders with a democratic leadership style who used continuous improvement as a tool to achieve the desired innovations. This conclusion was drawn from the data that was obtained, analysed, and discussed.

Therefore, according to Hattie (2009), Everyone will be able to share and celebrate the enormous success that is all around us, and if we are able to achieve greater success in scaling up significant, systematic, and sustained Continuous Improvement, then we will have a Self-Transforming Innovative Education System in each of our countries' educational systems. This will be the case if we are able to achieve greater success in scaling up Continuous Improvement.

Operationalization of Variables and Theoretical Framework

Examining the behavioural dimensions and facets represented by the notion of leadership, which is the driver of continuous improvement and innovation in school businesses, is how the operationalization of variables and the theoretical framework for this research are accomplished. After that, these are transformed into elements that can be measured and observed so that an index of measurement can be created. We looked back at some of the earlier research done on leadership and school effectiveness to see what kinds of questions different researchers asked and how those questions have been put to use in the various educational settings across the country. These were incorporated into the interview as part of the questions that were asked. The constructs' reliability and validity needed to be established as a result of this, which was the reason for doing this.

Therefore, the findings of this investigation are expected to be what is predicted and would serve as a guide for policymakers and educationists on how to assure enhanced leadership and management practices in schools. This is because the study was conducted because of the fact that it was conducted so as to execute Continuous Improvement and begin productive innovations in the school businesses. Due to the fact that it involves an examination of the environment in which educational leadership is being fostered, this project will contribute to the discussion on how it is possible to utilise educational leadership in the process of formulating policies. It seeks to expand the access that teachers, schools, and communities have to the establishment of programmes that foster leadership among educators, which encourage the growth of more stable social networks, improve the conditions under which they can enter the labour market, and increase the number of socio-cultural activities in which they can participate.

The following advantages are going to result from carrying out this research:

The Teachers or Faculty Members

The findings of this research will show educators that they have the potential to drive innovation, increase their professional knowledge and ability for leadership, and exert influence over their fellow educators as well as the nature of professional practise in the schools in which they work.

The Individual Students

It is unsettling to consider that ineffective leadership may have such a detrimental effect on the growth of a school and the academic success of its pupils. In the event that the conclusions and suggestions included within this study are put into action, the school will be able to moderate its capacity for improving student learning, improve the learning environment, and impact growth in student achievement. These conditions will be provided by the school's environment and its organizational structure.

The Principal, Head Teachers, and Administrators make up the Leadership Team of the School.

For any educational institution to be successful in accomplishing its objectives, it is necessary for the head teacher and the other members of the teaching staff to possess the capacity to demonstrate strong leadership. The ultimate responsibility for the standard of instruction provided by the institution rests with the principal, as well as other members of the administrative staff. Recent years have seen a surge in interest in leadership models that promote the sharing of responsibilities as well as authority among those in positions of power. Initiatives that encourage dispersed models of leadership are receiving a lot of attention. One such initiative is encouraging distributed models of leadership.

Decision-Making in the Field of Education

Policymakers in Nigeria are becoming increasingly concerned about the need to foster reforms that can achieve social cohesion in the country as a result of the growing number of

unemployed young people in the country and the need to take into account the myriad of factors that contribute to school dropout rates and increases in youth unemployment. Due to the fact that it involves an examination of the environment in which educational leadership is being fostered, this project will contribute to the discussion on how it is possible to utilise educational leadership in the process of formulating policies.

A Qualified Individual in Academic Affair (Educationist)

This research will contribute to this field of knowledge by providing evidence that demonstrates the expected effectiveness in improving the academic results of schools in the context of Nigeria and Africa, particularly in relation to teacher and principal leadership. This evidence will demonstrate the expected effectiveness in improving the academic results of schools in Nigeria and Africa. Jean Piaget (1964) was of the opinion that the major objective of education is to generate individuals who are capable of accomplishing new things, as opposed to just repeating what previous generations have done. These are people who are ingenious, creative, and hungry for knowledge. Educational Leadership is the force that will bring about innovation, which is not only required to make improvements to our schools and businesses but is also necessary to tackle the global issues of today and tomorrow.

The Institution

It seeks to broaden the access that teachers, schools, and communities have to the development of teacher leadership initiatives, which promote the development of more stable social networks, progression in students' and pupils' performances, and improvement in the conditions under which they can access the labour market, in addition to participation in a variety of socio-cultural activities.

The Political System

Thus, it is intended that the study's conclusions would operate as a manual for educators and policymakers, guiding them in ensuring better leadership and management practices in schools so they may implement continuous improvement and start fruitful innovations in the school system. The results of this research will assist the government in lessening the negative

impacts of inadequate leadership in school administration, according to Gonfa (2019). These consequences include a lack of vision, poor management, communication, and motivating abilities. This will guarantee both the intended increase in public schools and the overall academic achievement of pupils.

Some Limitation Placed on the Validity of the Study

Despite the fact that the major rationale for selecting the qualitative research technique was to get a comprehensive grasp of the phenomena, it turned out that some components of this study were not addressed as extensively as the researcher would have desired them to be included in the study.

The research methodology which was chosen for the research has a number of limitations, including the need for a significant amount of time and effort, conducting the study on a very small scale, never being fully anonymous, and always having the potential for unintentional bias. This aligns with the proposal presented by Brown (2001). Although the researcher used probing questions to get further insights into the replies of the randomly selected study participants, She is of the opinion that the study may not have offered enough responses to the issues that were posed in the research. There is a possibility that the researcher went to the schools after receiving official authorization to do so from the educational authority of the Local Government Area. It is likely that the persons who were selected at random for the study thought that the researcher had obtained approval from the Ministry of to carry out the research. This is because of the fact that the circumstances described above.

A limited selection of public and private schools in the state of Ogun State were used for the purpose of conducting this study. As a consequence of this, it is possible that the results may not accurately reflect the performance and motives of school leadership throughout the whole of the state. The research focuses on how leadership influences innovation and continuous improvement in school businesses.

In spite of the fact that the researcher's primary objective in using the constructivist/interpretive paradigm was to acquire a comprehensive comprehension of the phenomena that was the focus of the investigation, it was found that some elements were not effectively addressed.

For instance, the researcher would have like to gather more varied viewpoints from the participants in the school and go further into the sub-themes of school leadership and continuous improvement. By doing so, the researcher would have been able to get a deeper comprehension of the factors contributing to school businesses' innovativeness and continuous improvement.

the process of identifying the underlying trends that have helped schools' performance generally improve over a long period of time.

Because they are frequently founded on distinct sets of assumptions and research traditions, academics have struggled to find a way to reconcile the various theoretical viewpoints on the improvement of the school businesses. The majority of the data were gathered through the use of interviews. This strategy is limited in its ability to accurately map the depth and complexity of interactions that occur during the school businesses Improvement process between leaders and those they lead. It was possible for the respondents to collaborate on the process of providing their responses to the surveys. Because it may be impossible for the researcher to regulate the attitude of the respondents as they react to the questionnaires or interview, the researcher has given the respondents the assurance that their answers will be kept confidential before asking them to answer the questions.

Recommendations for Future Research

Listed below are some recommendations for further investigation that will help to push the boundaries of this particular study even further.

It is advised that similar research be conducted in other local governments' schools and states because the internal school leadership, management framework, and perspectives vary. It

is advised that similar research be done in schools in other states, even though this study was only conducted in the sampled schools in one Ogun State, Nigeria's local government area.

The role of transformational leadership in fostering innovation in Nigerian school businesses may be analysed using a quantitative research technique, as opposed to the method of qualitative research that was used for this investigation. In future study, it may be worthwhile to investigate the possibility of employing other research approaches either to circumvent the restrictions imposed by the methodologies already employed or to zero in on particular facets that have been uncovered as a result of the findings.

Additional study should be conducted on the effect that leadership has on the process of innovation promotion and continuous improvement in school businesses could be conducted, but the main emphasis should be on how other internal stakeholders—students, support staff, and other administrative staff—perceive leadership and management practices in schools and how they behave in order to create 21st-century learning environments that thrive in innovation and continuous improvement. Stated differently, the perspective of the other internal school stakeholders needs to be the main emphasis.

It seems that there are a lot of different and intricate indications of school leadership, making it hard to include them all in one thesis of this kind. Consequently, if they are judged relevant, additional leadership procedures and practices that could promote creativity and ongoing development in school administration but are not mentioned or examined in this thesis might be covered in similar research in the future. These methods and practices of leadership may be found here.

This research was carried out at a few Ogun State public and private schools. Notwithstanding, comparable research comparing private, federal, and state government-owned schools in comparable settings might be carried out in a number of Nigerian states. This research, which was conducted at those schools, focused on how leadership fosters innovation and ongoing improvement in school businesses.

Conclusion

Realizing that both improving and inventing are vital and that both need to be a part of one's leadership repertory is a significant task that faces all leaders, including those in school administration. This is a challenge that faces all leaders, including those in school administration. When it comes to bringing about good change in an organisation, leadership is one of the most essential variables that may be considered. When a corporation does not have any leadership in place or other business organization, the company or organisation will not be able to change in the way that they want it to and may instead experience negative change. The findings of studies carried out in the United States of America, Canada, the United Kingdom, and Australia indisputably demonstrate that good school leadership is a critical component in the overall efficiency of educational institutions (Hallinger & Heck, 1996; Leithwood et al., 2004). However, what is necessary is an awareness of how school businesses leadership can facilitate change, improvement, and innovations rather of merely sustaining the status quo. This is the requirement. According to another body of research, improving school administration also necessitates adopting leadership strategies that place an emphasis on fostering an environment conducive to professional development (Hallinger & Heck, 2011).

The assessment of the relevant literature demonstrates that the head teacher has the necessary skills, who serves as the business manager, and the leadership qualities of every member of the staff, or teachers, are essential to the attainment of success in any educational endeavour. The ultimate responsibility for the standard of instruction provided by the institution rests with the principal, as well as other members of the administrative staff. Recent years have seen a surge in interest in leadership models that promote the sharing of responsibilities as well as authority among those in positions of power. The calibre of leadership that exists inside a given institution is directly proportional to the degree to which that institution's students are able to effect positive change within themselves. It is essential for top-tier leaders in the education sector to encourage subordinate leaders to acquire a variety of leadership styles to effectively manage a variety of scenarios. According to Grimm (2010), this is due to the fact that the education sector

is susceptible to continuous change. The leaders of the school are tasked with determining the most appropriate action to take based on the conditions or circumstances of the situation.

It is not always the case that a certain leadership model is exemplified by an organisation, including schools and other educational institutions. In most cases and the majority of the time, it is a blend or combination of different models. This is in agreement with the statement made by Bush (1995) noted that it is uncommon for the realities of management in any one institution or college to be represented by a single leadership model. Instead, every organization has components that, albeit to differing degrees, may be understood from different angles. For the purpose of enhancing the efficiency and advancement of the school, various stakeholders in the school businesses may deliberately or subconsciously use models of education leadership and management, which provide distinct components of school administration. Models of education leadership and management provide separate aspects of school administration and other stakeholder in the school business may apply them consciously or unconsciously in a bid to attain school effectiveness and Improvement. (Bush, 2002). Furthermore, it is possible to understand the many components required for the models as dynamics that support the school's continuous improvement. There is a connection between the many models that have been discussed, suggesting that for schools to function productively, it is possible that administration and leadership will be given equal weight and take Continuous Improvement into account.

Leaders who have mastered four or more leadership styles, particularly authoritative, democratic, affiliative, and coaching types, have the absolute best climate and performance in their school administration and management. This is because these leaders are able to coach others. When selecting one's approach to leadership, various factors come into play and are taken into consideration. Based on certain research findings, it is evident that a person's preference for a leadership style can be influenced by their managerial, organizational, and demographic traits as well as the environment in which they make decisions, which can be impacted by a range of factors. An educational innovation is an intentional action that substantially and sustainably

enhances the performance of a school or system on one or more of the following dimensions: structure, staff, strategy, processes, style/culture, shared values, or skills. This improvement may be long-lasting and considerable. While educational innovation is defined as a purposeful effort that results in a notable and long-lasting overall positive development, innovation is the application of a unique concept or product.

According to the results of the study, one may draw the conclusion that a school leader or head of school has a certain style of leadership which has a considerable influence on the teachers, the level of discipline among the students, as well as the level of ongoing improvement and innovation inside the school. The conduct of the school's head leadership should be such that it fosters a positive, productive, and human interaction between the instructor and the pupil. The majority of school heads use democratic forms of leadership in their institutions. This suggests that the principals of the schools involve the educators in the process of making decisions and notify them on a frequent basis about any changes or situations that may affect them. This, in turn, minimizes the likelihood that the teachers may feel resentful.

This result aligns with the stance adopted by Lamb (2013), who claims that a manager using participative leadership tries to engage others in decision-making instead of doing it all alone. Consequently, there is an increase in teamwork and a stronger improvement in commitment, which leads to better judgements and a more prosperous firm. The findings of this investigation are consistent with the outcomes of the previous study that have been undertaken on the issue of leadership styles. These investigations have found that democratic leadership is the most favoured type, while authoritarian and laissez faire leadership styles receive less support. Each management approach, whether authoritarian, participative, or laissez-faire, offers advantages as well as drawbacks. Hersey and Blanchard (1981) state that in order to effectively lead, one must first understand the situation at hand and then choose an appropriate style. A leader will use all three forms throughout the course of their tenure, but one style will typically emerge as the most influential.

The information already known about the role of transformational leadership in fostering innovation in Nigerian school businesses in school businesses is enhanced by this research's practical objective. In an effort to spread information about how to use educational innovation and continuous improvement to change the way Nigerian schools are run, this research was conducted with the intention of adding this practical intent. Leadership is increasingly recognized as a significant contribution, not just to the accomplishments of organizations on a global scale but also of educational institutions (Yukl, 2002). The data that was collected, analyzed, and then discussed provided strong confirmation that a successful, innovatively driven, and 21st century school businesses can only be achieved through the efforts of transformational and pragmatic leaders with a democratic leadership style who used continuous improvement as a tool to achieve the desired innovations. This conclusion was reached as a direct result of the data that was obtained, analysed, and discussed. Therefore, in accordance with Hattie (2009), we will have a Self-Transforming Innovative Education System in each of our nations if we are able to achieve more success in scaling up meaningful, systematic, and Continuous Improvement, and if everyone is able to share and enjoy the immense achievement that is transpiring all around us.

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APPENDICES

Appendix A: Gatekeeper Letter

Gatekeeper Letter

Address: Principals, Head teachers & Administrators of the Selected Schools in Ifo Local Government Area, Ogun State, Nigeria.

Date: March 2021

Subject: Selection and participation in research on The Journey of Leadership along the Road to Innovation and Continuous Improvement in School Business.

Dear Participation,

I am a doctoral student at Unicaf University, Malawi (UUM). As part of my degree, I am carrying out a study on "The Journey of Leadership along the Road to Innovation and Continuous Improvement in School Business". I am writing to enquire whether you would be interested in/willing to participate in the above titled research.

Subject to approval by Unicaf Research Ethics Committee (UREC) this study will be using targeted semi-structured interviews and document review, to allow for a broad range of data to be collected and give participants the opportunity to adequately express their lived reality on the role played by Leadership to drive Innovation and Continuous Improvement in School Business.

Business Improvement could be conceptualized as a journey, but the improvement challenges which school businesses face are determined in part by their location in that journey. The principal goal of education is to create people who can do new things, not simply repeating what other generations have done—people who are creative, inventive, and knowledge-hungry. This research sought to build upon previous propositions and to investigate the role played by Leadership for school business to experience continuous Improvement and bring in new Innovations. The success of any school business is critically linked to the leadership skills of all the teachers and capability of the head teacher as well who is the manager or administrator of the business. The head teacher, school administrator and other leaders (management staff) are ultimately accountable for the quality of education achieved by the school. Styles of leadership which encourage leaders to share responsibilities and authority have been the subject of much recent interest. Initiatives, such as those for encouraging distributed models of leadership are attracting much attention. The effects of bad leadership in school business, growth and on student's performance is alarming these days. This cancerous move has led to the high level of decadence experienced in educational sector of Nigeria economy.

It has also caused decline in student enrolment in public schools and given rise to the proliferation in establishment of private schools which many runs like cheap business centers without professionalism that this type of business requires. This research titled "The Journey of Leadership along the Road to Innovation and Continuous Improvement in School Business" is conducted under the supervision of Dr. Wajdi Ben Rejeb.

I would like to invite you and some of your teachers to participate in an interview. The completion of the interview should not take more than forty-five minutes during school hours at every appointed time of my contacts with you, to minimize inconvenience to you and your staff. Interview with the participant will be audio taped. You are free to withdraw from this research at any time based on personal reason(s) best known to you. Your confidentiality will be guaranteed as neither your name, nor the name and address of your school will be mentioned in neither the analysis nor the discussion of the result of data gathered.

Thank you in advance for your time and for your consideration of this project.
Kindly let me know if you require any further information or need any further clarifications.

Yours Sincerely,



Babatunde Olusola ADETONA

Student's Name: Babatunde ADETONA

Student's E-mail: odunjoyme@yahoo.com

Student's Address and Telephone: +2348061116542

Supervisor's Title and Name: Dr. Wajdi Ben Rejeb

Supervisor's Position: Research Supervisor

Supervisor's E-mail: w.rejeb@unicaf.org

Appendix B: Informed Consent Form

Informed Consent Form	
Part 1: Debriefing of Participants	
Student's Name:	Babatunde Olusola ADETONA
Student's E-mail Address:	odunjoye@yahoo.com
Student ID #:	R1610D1887107
Supervisor's Name:	Dr. Wajdi BEN REJEB
University Campus:	Unicaf University Malawi (UUM) <input type="button" value="v"/>
Program of Study:	
Research Project Title:	The Journey of Leadership along the Road to Innovation and Continuous Improvement in School Business.
	Date: 26-Feb-2021
Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).	

This research aims to investigate the Journey of Leadership along the Road to Continuous Improvement and Innovation in School Business.

The Objectives of the Research are to:

1. Investigate Leadership Styles and Traits of head teachers in selected Schools in Ifo
2. Identify the Leadership Roles and Impact of teachers in selected Schools
3. Identify how effective Leadership can bring Continuous Improvement to School Business
4. Investigate the Roles of Effective Leadership in bringing Innovations into School Business
5. Investigate the effects of Bad Leadership on School Growth and Student's Performance

School Leaders (Head teacher, Principals, vice-principal, HODs, School administrators and Proprietors) are invited to participate in the interview. Researcher's Participants were drawn from Private and Public Secondary and Primary Schools across the chosen location. Their age and years of experience as teachers and Leaders were also considered in the selection.

The above named Student is committed in ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, **Babatunde Olusola ADETONA**, ensure that all information stated above is true and that all conditions have been met.

Student's Signature:



Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant(s)

Student's Name: Babatunde Olusola ADETONA

Student's E-mail Address: odunjoye@yahoo.com

Student ID #: R1610D1887107

Supervisor's Name: Dr. Wajdi BEN REJEB

University Campus: Unicaf University Malawi (UUM)

Program of Study:

Research Project Title: The Journey of Leadership along the Road to Innovation and Continuous Improvement in School Business.

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

Participant's Print name:

Participant's Signature:

Date:

If the Participant is illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.

Witness's Print name:

Witness's Signature:

Date:

Appendix C: Schedule for the School Leadership Team (Interview Questions)

Schedule for the School Leadership Team Interview Questions

for Proprietor, Proprietress, Principal, Vice Principal, Headteacher,
Assistant Headteacher & Head of Department (HOD)

1. How do you encourage or promote innovation among the teachers, other staff and students/pupils?
2. How do you motivate your teachers to be the best they can towards teaching?
3. How do you manage change in the school curriculum to promote Innovation and Continuous Improvement?
4. How does your leadership style influence the school to ensure Continuous Improvement?
5. How does your communication skills and pattern influence the school growth toward innovation?
6. What are your strategies of leading the school towards the path of innovation?
7. What are the strategies you have developed to enable Continuous Improvement in the school?
8. What role do you play in creating a culture of Continuous Improvement in your school?
9. How important do you consider Continuous Improvement in running a successful school business?
10. What is the most creative and innovative idea you've had for making the school and your job better? Was it implemented?
11. How do you resolve conflict relating to teaching and learning in the school?
12. How does your inter-personal relationship with teachers impact on their teaching activities?
13. What are your practices towards delegation of authority and subject teaching in the school?
14. Can you tell us your opinion whether you agree or disagree that *"Leadership drives Innovation and Continuous Improvement in School Business"*?
15. What are the effects of bad leadership on school growth and student's performance?
16. What role do you think Effective Leadership play in bringing Innovation to School?
17. Make any other comments to round-off all that you have said.

Appendix D: Schedule for the Major/Subject Teacher (Interview Questions)

Interview Schedule for Major/Special Subject Teacher

Interview Questions for English or Mathematics Subject Teacher

1. How do you encourage or promote innovation among the students/pupils?
2. Was there a time that you received feedback from your leader (Headteacher/Principal) that resulted in improvement in your work? Share your experience.
3. How do you inspire or motivate students towards understanding what is being taught in the classroom?
4. How does your leadership style influence your style of teaching that you use in the classroom?
5. Can you tell us your opinion whether you agree or disagree that *“Leadership drives Innovation and Continuous Improvement in School Business”*?
6. How do you innovate or get innovative ideas to do your work and impart your students / Pupils?
7. As a subject teacher, what are the leadership roles that you play in ensuring a complete teaching and learning process?
8. How does your teaching experience as a teacher encourage/motivate your student academic achievement and Innovation drives?
9. How do you understand the importance of creating and encouraging innovative classroom climate due to your leadership and management ability?
10. What are the effects of bad leadership on school growth and student’s performance?
11. What role do you think Effective Leadership play in bringing Innovation to School?
12. How do you ensure that your students understand what is being taught in the classroom through effective communication?
13. What are your strategies of leading the school towards the path of innovation?
14. Make any other comments to round-off all that you have said.

Innovation and Continuous Improvement Checklist

Innovation and Continuous Improvement Criteria	1	2	3	4	5
1. School Environment					
2. Academic Work					
3. Organization & Administration					
4. Instructional Practices					
5. Presentations of Lessons					
6. Instructional Materials					
7. Students/Pupils Performance					
8. School Environment					

Appendix F: Data Collection Summary/ Details

<u>Type of Survey (i.e., Questionnaire or Interview OR Both)</u>	Interview
<u>Distribution Method (i.e., Hand Administered/ online, Face to Face etc.)</u>	Face to Face
<u>Date Survey was Issued/ Commences</u>	25 th February 2021
<u>Number of Respondents Participated</u>	Eighty (80) Respondents
<u>Type of Respondents (i.e., Students of Secondary Education, Accountants etc.)</u>	Secondary School Principals, Vice-Principals, Head of Departments (HODs), Primary School Headmistress, Assistant Headmistress and Special Subject Teachers.
<u>Location of Respondents</u>	Ifo Town in Ogun State, Southwest of Nigeria.
<u>Date Survey was Completed/ ended</u>	24 th June 2021