

## **EFFECTS OF THE SECONDARY SCHOOL PRINCIPALS' POTENTIAL IN A QUALITY OF EDUCATION**

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### **Abstract**

*This study explored the theoretical and practical as well as the scientific basis of the role of knowledge and management the executives of the educational institutions in increasing the quality of general secondary education. In addition, study identified the number of factors influence the quality of education throw the correlation-regression analyze bases on as a preliminary information the survey of 1212 respondents and secondary information taken from the Ministry of Public Education of the Republic of Uzbekistan. In research, it was compared the knowledge of secondary school principals with the knowledge of the pupils at the same school, studied the relation between them, and scientifically confirmed that the secondary school principals' knowledge influences the pupils' knowledge. It recommended implementing the measures for increasing the efficiency of secondary schools. Scientifically approved the expediency in implementation the training system of secondary school principals.*

*Keywords: Education management, quality of education, secondary school, principals, effectiveness of education, training, potential*

### **INTRODUCTION**

The modernization of the education's content and improvement the quality of education are still one of the most important reforms for almost all countries around the world in current globalization era (Ajwad et al., 2014). Uzbekistan is as one of the leading countries in development of education system and the training of qualified personnel, profound reforms in

this area, and a global community, including the international experts and scientists, is recognizing the achievements (A. V. Akimov & Dollery, 2006).

The first President of the Republic of Uzbekistan Islam Karimov emphasized in his speech at the opening ceremony of the "Historical heritage of the scientists and philosophers of the medieval East, its role and importance for the modern civilization", in Samarkand" (15-16 may): "It is no accident that a survey conducted in 2012 by the World Intellectual Property Organization and one of the leading international business schools, INSEAD, research on the level of human capital in Uzbekistan took the 53rd place among 141 countries in the world, and in the level of development of the education system, including the share of funds for educational purposes, research organizers ranked our country 5th in the world".

In fact, Uzbekistan within a short period of deep reforms carried out in the field of education, therefore, achieved significant results that recognized in the world. This further development of the sector for the next important task is to improve the quality and content of education (Ames, Brown, Devarajan, Izquierdo, & others, 2001; Medlin, Cave, & Carpentier, 1971).

For improving the quality of education, we should further develop the general secondary education that considered the basis of continuing education. Today, at the end of 2012 - 2013 academic year, pupils' level of knowledges in secondary schools in accordance with the requirements of the State educational standards is 63.4 points shows the needs to increase the level of quality of education in educational institutions as well as carry out in-depth scientific research to improve the effectiveness of school education. (A. Akimov & Dollery, 2009)

Education - dynamic, self-expression, and multi-specific, having the effect of the development, carrying out tasks related to each other, monolithic systems connected with surroundings.

The quality of education means, "The level of various participants satisfying in process of education from education services which provide by educational institutions" or "the level of achievement of the goals and objectives in education". Therefore, the quality of education based on state educational standards specified in the approved curriculum knowledge, skills, and level of development of skills by the students (Abdulkarimov B.A, 2013; Ahmedov et al., 2007; Asadov & Aripov, 2009).

The main factors of affecting the quality of education are textbooks and educational-methodical literature, attendance of pupils in lessons, training and skills of the teacher, as well as the use of information and communication technologies in schools and the use of multimedia teaching and laboratory equipments. In addition, one of the important factor of influence the quality of education is the process of the management system of education which proven.

According to the results of this research, the knowledge and the potential of management of the secondary school principals are direct impacts on the quality of education in secondary school. The experts of this sphere emphasis that it has mainly 10 cases obstructions in an implementation of effective management, and one of them it is a lack of leadership ability. Therefore, this research aimed to study the impact of executives of general education institutions on education quality and school effectiveness in order to improve the general education system that considered the basis of continuing education (Ajwad et al., 2014; Calhoun, 2013).

In particular, it will be studied in detail the current condition of the effectiveness of education in secondary schools, and factors affecting the quality of education, based on statistical analysis will be study knowledge and management skills and will given scientific conclusions and recommendations based on the best international practices for improving the quality of secondary education.

## LITERATURE REVIEW

A number of scientists have research in the country and in foreign countries on this theme. For example, Hallinger (2011)<sup>7</sup>, Horn, classy and Loeb (2010), Sebastian and Allensworth (2012), Valentine and Prater (2012), Sammons Davis Day and Gu (2014), Kythreotis Pashiardis Kyriakides (2010), Grissom, Kalogrides and Loeb (2014), Dhue and Smith (2011), Sammons, Gu, Day and Co (2011), May, Huff and Goldring (2012), Iordanides, Lazaridou Babaliki (2011) on the basis of their empirical studies come to the following conclusions: The principal of the secondary school is the most important person on increasing the efficiency of the secondary school; The principal of the secondary school is the lever in realizations of mechanism in the secondary school environment. Throw this lever will increase the activity of the secondary school.

Will Miller (2013), the publication "Mature executives - the key to school reform," the article begins as follows: "We need highly qualified and professional executives for helping school pupils take better knowledge." In addition, Leithwood Patten and Jantzen (2010), the publication "The impact control system on pupil's potential knowledge," the article noted that "On XXI century, beside the daily management of the schools, the high requirement in skilled executives who developed the teaching also. Now, the most tragic are many of secondary school principals have not met such training and experience requirements. "

In article "Executive executives' training for secondary school education," made the result of conclusion on more than 500 secondary school principals who passed university programs: It is noted that education system - cannot develop with growing role of executive

simultaneously". This means that the process is not perfect, the connection between theory and practice is weak and practical training described as a weak planned.

The USA scientists Darling-Hammond have learned the Management training program and considered "Highly qualified executive is not born, but made". In fact, the management-training program to develop the system includes a hard choice should base on and should cover the following aspects: - To improve the quality of the training system for executives to conform local secondary schools requirements; - The state should accredited, certificate and financial support the programs of secondary school principal's training for raising the level of their professional skills.

In the last ten years, further reform of the education system in secondary schools firstly it is recognized that the need for qualified executives. According to foreign experience in training of the principals, it recognized that a major impact on the ability of principals is a centralized management system(Calhoun, 2013; Valipour et al., 2015).

Because in centralized management of the secondary school system all tasks will be the responsibility of the CEO. Therefore, the Western countries, secondary school principals based on special programs prepared perfectly. For example, in Sweden, the UK, Cyprus, Greece and the United States, some states developed training programs for secondary school principals will be selected based on competition and pass the training before the appointment of the principals of the secondary school.

In Malaysia, the system is set up as follows: Malaysia Amunitdin Baki Institute under the Ministry of Education is directly engaged in making curriculum to the education system, the planning, and execution of training programs. In addition, to make the development strategy for the training of management and decision-making functions for the top position in the field of education. For example, this educational institution prepares personnel for the Malaysian Ministry of Education and the education system as well as secondary school principals(A. V. Akimov & Dollery, 2006; Juraev, 2015). Principals of secondary schools pass 6 months of training through a special training course in this institution. Its own seriously requirements for admission to this training courses. The list of candidates for the principal of the secondary school will be set up from the training course graduates.

In Uzbekistan, this system is completely different from Malaysian education system. Train the secondary school principals one month in the Central institute of retraining and professional development of Republic Education Personnel named after A. Avloni after their assignment.

Because there is no system of training of secondary school principals, do not provide the training courses that teaches about leadership skills and secrets before appointing the

principals. However, in above-mentioned the Central Institute training system of heads of education institutions have established.

The analysis of scientific literature based on the foreign experience shows impact of a potential of secondary school principals on the quality of general education. We should determine the factors that influence the quality of education and the efficiency of their development for raising on the excellent level of secondary schools' educational efficiency. Therefore, the objective of research to study this scientific hypothesis in country's range and to prepare the practical proposals in establishing a system of training for secondary school principals.

## RESEARCH METHOD

First of all, the improvement of the scientific hypothesis on the range of our research that to know have or not the influence of potential of secondary school principals on the quality of education, it was provided interviews among the relevant heads of departments and their deputies of the Ministry of Public Education of the Republic of Uzbekistan, as well as professors of the Research Institute of Pedagogical Sciences of Uzbekistan (Akmal, 2016).

It created the questionnaire for quantitative data collection based on expert's opinions and scientific literature. The quantitative data collected throw the tests and surveys to determine the knowledge and management skills of 206 secondary schools principals, which is located at 12 regions and the Republic of Karakalpakstan and Tashkent city (14 regions, 40 towns (cities) in total) from December 2013 until January 2014. All requests passed under the control of the working group according to the decree No. 356 of the Minister of National Education of the Republic of Uzbekistan on November 5, 2013, "The monitoring of the quality of education in 2013 - 2014 academic year and the organization of training seminars in this sphere".

In questionnaire have gathered general information from secondary school principals about their secondary school, in order to clarify their professional knowledge and leadership skills conducted the test and studied the correlation dependence the knowledge of principals with his secondary school pupil's knowledge. This test selected from a set of tests for secondary school principals prepared by the Central institute of retraining and professional development of Republic Education Personnel named after A. Avloni. Test questions are set up from the general subjects as "Technologies of Pedagogy", "Actual issues of Pedagogy", specialty subjects as "Theory and teaching methods of the subject", "Management of Educational institutions", social subjects as "the National idea and moral principles" and "Issues of Law" (Asadov & Aripov, 2009).

In addition, surveys among 1006 teachers (5 teachers from each secondary school) are completed. Surveys among teachers provided to clarify the psychological and management style of secondary school principals. This survey prepared by the method of scientists in psychology sciences R.Bales and T.Shneyer based on modification by T.V.Bendas. According to the survey actually it consists of 12 confirms, and it was mainly to clarify two psychological directions (directed to work and psychological impact direction) of secondary school principals. After the determine psychological oriented the secondary school principals, it is defined the secondary school principal's management style by the ratio of the results. We have conducted an additional questionnaire among teachers in order to increase the reliability of these surveys. This survey worked out by psychologists V.P.Zaxarov and A.L.Juravlev and throw this method defines the management style of the executive.

As a secondary date has used the rating of secondary schools based on the results of monitoring the quality of education in 2013 - 2014 academic years, which was taken from The Ministry of Public Education of the Republic of Uzbekistan.

This rating is formed by taking tests, essays, creative writing an essay on high-class pupils (6-9 classes) by the working group for the determination of the quality of education in 294 secondary schools, according to on Order No.356 "About monitoring the quality of education in 2013-2014 and the organization of training seminars in this field" adopted by the Ministry of Public Education of the Republic of Uzbekistan on November 5, 2013. It was analyzed the results by experts of Monitoring department of the Republican center of education under the Ministry of Public Education of the Republic of Uzbekistan and was formed the rating secondary schools. These results we used as our secondary important statistical data in our research.

All the data was first included in MS Excell program from and then made correlation-regression in STATA program.

## ANALYSIS AND RESULTS

The preliminary statistical data results of research by the investigation of the 206 secondary school principals showed that their average level of knowledge reaches 65.1 points. This figure to increase their knowledge and skills need in further improve the system. In addition, the statistical results in Table 1 show that the average age of the heads of educational institutions around the age of 50 and the secondary school principals with high pedagogy category is only 26.7%.

Table 1: Statistical data on factors that may affect the quality of education

№	The factors which can influence the quality of education	Average %	Deviate from average square
1	Secondary school principal's knowledge	65.1	12.2
2	Secondary school principal's age	49.7	7.4
3	Secondary school principal's gender	40.2	0.49
4	Secondary school principals with high pedagogy category	26.7	0.44
5	Authoritarian secondary school principal	1	0.27
6	Psychological oriented secondary school principal - oriented in psychological relations	26.6	0.44
7	Psychological oriented secondary school principal – oriented in subordination	28.6	0.45
8	Psychological oriented secondary school principal	22.3	0.41
9	The percentage of teachers who takes the additional wages for professional skills	17	12.6
10	Number of teachers who takes the additional wages for upbringing works	13.7	12.3
11	The percentage of teachers with a higher education	82.6	13.6
12	Psychological oriented secondary school principal oriented in subordination*	9.3	13.4

\*- The percentage of pupils who entered the lyceum is not a factor affecting the quality of education, but education is one of the criteria for evaluating the effectiveness of secondary special education.

Based on the conglomerated primary and secondary data was calculated using a special computer program STATA during research by the author.

Secondary school principals with the authoritarian style of management are only 1%. However, we can see later on the regression analysis that what rather influence the quality of education. In addition, from the table above we can see the difference of the psychological orientation of secondary school principals and the percentage of teachers with higher education is 82%. Based on statistical data, we can suppose the need further enhance the knowledge of the secondary school principals, to increase the secondary schools' principals in middle-aged and the number of teachers in higher education and important factors may research separately in following regression analysis, which may influence the effectiveness of education.

206 secondary schools were selected and divided into 14 regions as well as if it takes as to suppose the average rating of their secondary school may affect the quality of education the average factors in Table made regression with the STATA program in research work. As a result, there was an interesting analytical information.

The first regression analysis results in Table 2 confirmed our scientific hypotheses and shows that the secondary school principals' knowledge potential impact on the quality of



secondary school education. Accordingly, if the knowledge of secondary school principals will higher, so the secondary school's rating would go up also. Indeed, according to the analysis of the scientific literature, the results of empirical research in this area in Europe and other countries confirms the correctness of results of this research.

Table 2. The analysis of the factors of influence the rating of secondary school

№	The factors which can influence the quality of education		t	P
		coefficient	statistic	(value)
	Secondary school principal's knowledge	0.0889	2.04**	0.043
	Secondary school principal's age	0.0029	0.04	0.97
	Secondary school principal's gender	-0.4792	-0.44	0.664
	Secondary school principals with high pedagogy category	-0.9518	-0.74	0.458
	Authoritarian secondary school principal	3.5464	1.68*	0.094
	Psychological oriented secondary school principal - oriented in psychological relations	-0.0785	-0.06	0.953
	Psychological oriented secondary school principal – oriented in subordination	-0.7449	-0.62	0.535
	Psychological oriented secondary school principal	0.1278	0.1	0.92
	The percentage of teachers who takes the additional wages for professional skills	-0.1406	-2.17**	0.031
	Number of teachers who takes the additional wages for upbringing works	0.1403	2.14**	0.034
	The percentage of teachers with a higher education	0.0269	0.66	0.511
	The percentage of pupils entered the Academic lyceum <sup>1</sup>	0.1323	3.28**	0.001
	Constant	60,6807	9.95	0.00

\*  $p > 0.05$ ; \*\*  $p > 0.1$

<sup>1</sup> The percentage of pupils who entered the lyceum is not a factor of influence the quality of education, but education is one of the criteria for evaluating the effectiveness of secondary special education.

In 1 part of Table 2 the potential knowledge of secondary school principals on the secondary school's rating, i.e. have a high influence on the effectiveness of secondary school education, that is:  $t = 2.04$  ( $p > 0.043$ ).



In 5-part of Table 2 we can also say that there is a certain degree of positive correlation among authoritarian secondary school principals with secondary school rating:  $t = 1.68$  ( $p > 0.094$ ).

In 9-part of Table 2 it has completely inverse correlation between the percentage of teachers' who takes additional wages for professional skills with the rating of the secondary school:  $t = -2.17$  ( $p > 0.031$ ). We can think that have not objectively slant in appointing the additional wages for professional skills by secondary school principals and may conclude that there should be further improvement in this direction.

In 10-part of Table 2, it has an effective correlation between the percentage of teachers' who takes additional wages for upbringing works with the rating of the secondary school:  $t = 2.14$  ( $p > 0.034$ ). Therefore, improving the quality of education depend on upbringing also.

Once again, proofs the words of our first President of Uzbekistan that education and upbringing cannot separate from each other.

In 12- part of Table 2, we can see that the percentage of pupils who enters the academic lyceums increases if the secondary school's rating exceeds. This is not a factor of influence the education quality, but according to these figures, we can evaluate the effectiveness of secondary school:  $t = 3.28$  ( $p > 0.001$ ).

In general conclusion, we can say that the percentage of teachers' who takes additional wages for upbringing works as well as the percentage of pupils who enters the academic lyceums can be objective indicators on evaluating the secondary school's rating.

In other factors, we can see that the secondary school principal's age, gender, educational level, their psychological aspects (psychological impact aspects, subordination aspects, and personality), and the percentage of teachers in secondary schools with higher education is a lack of a strong statistical correlation with secondary schools rating.

In addition, according to the statistical data using regression analysis assembled by STATA program found answers for should transform from the satisfactory level of secondary schools to the good and excellent secondary schools.

By regression analysis results which were shown in Table 3, we can see the positive effects to suppose in transform from the satisfactory level of secondary schools with teachers' who takes additional wages for upbringing works and the teachers with higher education to the good and excellent secondary schools.

Table 3. Analysis of the factors that will be required in transforming from satisfactory level of secondary school to the good and excellent levels of secondary school

№	The factors which can influence on the quality of education	coefficient	t	P
			statistic	(value)
1.	Secondary school principal's knowledge	0.0064	2.04**	0.040
2.	Secondary school principal's age	-0.0016	-0.29	0.77
3.	Secondary school principal's gender	-0.1481	-0.19	0.846
Secondary school principals with high pedagogy				
4.	category	-0.0166	-0.19	0.852
5.	Authoritarian secondary school principal	0.2151	1.41	0.158
6.	Psychological oriented secondary school principal -			
7.	oriented in psychological relations	0.0224	0.24	0.809
Psychological oriented secondary school principal				
8.	– oriented in subordination	0.0959	-1.15	0.249
9.	Psychological oriented secondary school principal	0.0869	0.99	0.323
The percentage of teachers who takes the				
10.	additional wages for professional skills	-0.0088	-1.93*	0.054
Number of teachers who takes the additional				
11.	wages for upbringing works	0.0090	1.94*	0.052
The percentage of teachers with a higher				
12.	education	0.0058	1.97**	0.049
The percentage of pupils entered the Academic				
13.	lyceum	0.0062	1.83*	0.067

\*  $p > 0.05$ ; \*\*  $p > 0.1$

Thus, it should do the following measures for transforming the satisfactory level of secondary schools to the good and excellent secondary schools:

- Further increase the potential and knowledge of secondary school principals;
- Further strengthen the upbringing works in educational institutions;
- And the formation the pedagogy collective of the educational institutions with the teachers with higher education.

## CONCLUSIONS AND RECOMMENDATIONS

In this research were trying to prove in scientific aspect the main factors influence the potential and knowledge of educational institution executives the quality of education and worked out the scientific basis on professional training system for secondary school principals

If the system arranged, as a result, the full potential and the director of professional training, through secondary schools in the country will be able to improve further the efficiency and quality of education.

## RECOMMENDATIONS

It can take research conclusions and the best international practices into account as well as put forward the following recommendations:

1. It should implement the training system for secondary schools principals in the field of public education. This training system can be done through the organizing the high quality courses which concern the requirements of national and international management with at least one academic year in the Central institute of retraining and professional development of Republic Education Personnel named after A. Avloni.

It would be better if the course participants mostly consist of English teachers and teachers who knows the English language. Moreover, this can give effective partnership with countries with advanced experience in this field because it has high effective importance those listeners of courses intent in short courses in above-mentioned countries or invite the scientist for the courses with his speech. Because this is a new system for it and us would be useful to exchange the experiences of countries, which developed in an education field. Management training program should based on experience of developed countries in education and entrance should be providing a strong competition.

Moreover, after starting the training system for secondary school principals, the list of candidates for secondary school principals should make from graduates of these courses. This, in turn, it means that it should change the order of appointment of the secondary school principals in public education system.

2. It should implement the program based on dedicated entrance the high education institutions oriented on preparing the pedagogy personnel to provide the secondary schools with higher pedagogy education teachers.

It should implement the procedure of purposeful entrance in one of the pedagogy specialty of the higher education institutions in accordance with the recommendations of the local bodies of state among entrants of the population where need the teachers in secondary schools, mainly in the district and the rural areas.

As a result, it would not need the teachers with secondary special education in secondary schools. However, we should take into account that may give its effect 4 years.

The experience in this field started in order to meet the demand for English teachers in higher education based on Resolution No. 1875 of the President of the Republic of Uzbekistan on December 10, 2012.

3. It should be forming the pedagogy collective with the teachers with higher education in order to raise the quality of education in secondary schools

4. It should further improve the selection process of teachers who takes wages for professional skills.

5. In addition, it should establish a high level of upbringing works in educational institutions due to a positive impact on the quality of school education.

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