ORIGINAL RESEARCH ARTICLE

Impact of School Principal Leadership

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Abstract

There is nothing new or especially controversial about effective school principal leadership makes a different in improving school climate. Recent research by the researchers from the field of educational administration, leadership, policy and planning has brought into focus the priorities of effective principal and the measured impact of principal leadership on student learning. But still much is left to be known regarding the impact of school principals' leadership on school improvement. A purpose of this articles review is to identify the role and consequence of school principal leadership for overall development of school. This article reviews recent articles in school leadership that support the arguments school principals matter to successful school and innovation, student achievement, teacher motivation and instructional excellence. The cumulative message given by the review of articles published from 2010 to 2015 is that (a) more democratic transformational leadership, distributed leadership, transactional approaches and instructional leadership is increasingly seen as a feature of effective leadership for organizational change(b) Principal leadership behaviors and his/ her effectiveness potentially impact both

teachers and students achievement.(c) the principal can influence on the students behavior, teachers motivation, productivity and effectiveness of their school. (d) responsible and effective principals create a warm and nurturing environment for teachers, parents and students and work together with them for improvement. (e) the professional development programs are beneficial for school principal and should focused on practical approach. A limitation of this study is that the almost all research articles represents data predominantly from developed country especially USA restricting a global applicability of results.

Keywords: principal, leadership, instructional leadership, transformational leadership, distributed leadership, student achievement, organizational change

Introduction

The debate on school leadership, role of school principal at school, leadership for student achievement, effective and successful leadership, preparing the school leadership for 21st century, social justice educational leader etc are going in different part of the world and will be continue in the future also. In spite of contradictory finding regarding the role of school principal, researcher, practitioners, administrator's policymakers have a common agreement that school leadership plays very important role for school effectiveness and students achievement. In spite of inconclusive and often contradictory findings regarding educational administration and the factors impacting it, recent literature in educational administration and leadership supports the argument that leadership matters. School principals exert influence on teachers, students and parents, who in turn affect student achievement.

The purpose of this literature review is to review and relate what research does say about principal leadership in school. Sources included here are the research journals studies focused on principal leadership in school that highlights what are the role of school principals that contribute to organizational change, teachers and students' achievement and motivation and what are the impacts of school principals' leadership styles for innovation and development. Analysis of existing studies highlight a number of key point that may provide the guidance to practitioners, policymakers, school principals and educationist charged with organizing the training program for school principal, evaluating principals as a means of effectiveness of school and professional development of school principal.

Research Design and Analysis of Data

The research design used for this study was research article analysis which involves collection and analysis of available data published on specific topic related to school principal leadership. Entertainingly, we began by collecting documents targeting findings on principalship. We used Google search, ERIC, Sage publication assuming that a literature review could quite easily be completed on the topic school principal leadership for student achievement; however, early in our search, we found that research articles were extremely limited with regard to the benefits associated with the school principal

leadership for student achievement. Thus, we collected the available research articles randomly which were associated with school principle leadership.

The first phase was an extensive research article collection using the Chonbuk National University's library. To collect these articles we typed in keywords like "school principal leadership", "school principal leadership for student achievement" "school principal leadership styles and its impact", "a comparative study on school principal leadership" etc". To obtain the journal article, we used the databases ERIC, Google search, and Sage publication.

Our second phase of study involved gaining a deeper understanding of findings. We read each article in detail and summarized the main points and findings from our understanding of the literature. Then we categorized the findings in different themes. These themes were: (1) interdependence of principal school leadership and students' achievement, (2) leadership for change, (3) professional development, (4) common approaches and challenges of School principals (5) principal manifestation in students' behavior, (6) relations between the different leadership behaviors of school principals. Thus this second phase of study focused on coding the available recourses for patterns and common terms and placing these resources into refined themes (Patton, 2002).

Our third phase was extensive articles search on the topic of these pre-coded data and discussion. We used the Chonbuk National Universities Lab and collected the more articles published from 2010 to 2015. During these phase we found "*The administrative Quarterly*" to be one academic journal, in particular, that contained much relevant information for our study. We read the finding of each articles. We had the articles covering two more themes. Then we added two more themes (7) principal preferences for teachers' characteristics, (8) responsible leadership.

The Interdependence of Principal School Leadership and Students Achievement

Without a doubt, the principal has an indirect and direct impact on student achievement. Majority of the research examined that principal effect on student as indirect, it remains central. School principal leadership is a variable that impacted on student achievement both directly and indirectly. The Four Paths model (Rational, Emotions, Family Paths and Organizational Path) as a whole account for 43% variation in student achievement. The three path Rational, Emotions, and Family paths explain similarly significant amounts of the variation but variables on the Organization Path were unrelated to student achievement (Leithwood, K., Patten, S. & Jantzi, D., 2010). But leadership had its greatest influence on the Organizational Path and least influence on the family path. Leadership should be guided much more directly to the classroom and family variables for student achievement. Autocratic leadership style had a negative influence, democratic leadership styles had a positive and laissez- faire leadership style had no significance influence on student academic achievement (Florence, Y.A., 2012). The school-level variables were stronger predictors of student achievement than principal-level variable but school

with greater principal stability had higher school mean scale scores. Principal educational experience had less of an impact on student achievement than principal tenure or principal stability (Bloom, C.M. & Owens E.W., 2013).

There is a relationship between principal leadership and teacher expectancy that existed for all schools, whether under sanctions or not the instructional leadership and support for change were associated with teachers who have higher expectancy about their ability to impact student learning and performance. They also have an indirect influence on teacher achievement (Soehner, D., & Ryan, T. 2011). Principal leadership influences student learning indirectly through teachers' instructional practices (Supovitz J., Sirinides, P. & May, H. 2010). Teachers' expectancy is associated with school improvement and student achievement. Finnigan, K.S. 2010). Fuller, E., Young, M. &Baker, D. (2011) suggested that the overall qualification of teachers on a campus are statistically significantly associated with gains in students achievement. It means teacher quality is the most important school-factor related to student achievement. The leadership role of principal for recruiting, selecting and retaining well- qualified teachers can more directly influence student achievement. Principal are capable of effectively identifying an encouraging teachers with strong leadership potential (Myung, J., Loeb, S. &Horng E.2011).

The combination of hierarchical or heterarchical leadership enactments in hybrid forms rather than either of these on their own appears to be important in promoting instructional improvement in numeracy (Higgins, J. & Bonne, L. 2011). The vision of school principal is appeared to them to be more influential than that of other instructional leaders in the school.

The one-on-one discussion between a principal and a non proficient student had a direct and significant effect on the student reading achievement gains on a state reading test (Silva, J., White, G.P. & Yoshida, R.K., 2011). The achievement gains were calculated as difference between the predicted versus actual reading percentile score from the randomly assigned participants of 20 in the experimental condition an 21 in the control condition entire non proficient population of a large suburban middle school of USA. The study conducted by Shin,-H. S., Slater, C.L and Backhoff, E. (2012) to explore the relationship of principal of principals' perceived levels of leadership, school autonomy and use of test results with student attainment of reading literacy across South Korea, Mexico and United States found that there was a positive relationship between student achievement in reading literacy and testing to improve instruction in these three countries- and there was a negative relationship between student achievement and lack of resources. Social, economic, and cultural status showed a positive relationship with reading literacy. Students are likely to achieve better if principals perceive that there are no shortages of personnel and equipment. An ethnographic study conducted over a 2 years period in a large urban school district of USA to examines the impact that a principal's community leadership for school-community relations and student outcomes (Khalifa, M., 2012) revealed that a principal role as high

visible and advocacy for community as a leader established trust and understanding between school and community which led to changed parents relationship with school. This trust and understanding supported the parents handling of their children finally improved academic outcomes. A study examines to examine the ways principals concert with their immediate contexts to institutionalize comprehensive school reforms and support student learning (Klar, H.w., & Brewer, C.A. 2013) found the principals were adopted context-specific leadership practices and a CSR. School principal and his/her team selected and implemented AVID (Advancement Via Individual Determination) to provide a more demanding curriculum for instructional improvement planning for moderately performing students in hopes that "acceleration instead of remediation" would encourage them to teach higher levels of education. They have suggest that it is the understanding how to learn in concert with one's local context that determines the success of principals' leadership efforts an good leaders are adept at listening to stakeholders and understanding the nuances of the contests in which they work.

In conclusion, principal leadership is a variable that could improve teacher efficacy although it could also diminish this capacity when school leader is ineffective. Principal leadership behaviors and effectiveness potentially impacts both teacher and student achievement (Soehner, D., & Ryan Thomas 2011).

Leadership for Change

Leadership is an important factor for organization change and innovation. Many aspects of effective leadership are similar to those reported in the wider international literature. Distributed leadership, transactional approaches and more democratic transformational leadership is increasingly seen as a feature of effective leadership for change within the international literature (Ngcobo, T. & Tilky L.P., 2010). Successful schools were found delegating responsibilities for a group of educators. Sometimes these were younger member of staff, who had recently completed their teacher training and were considered to be more willing to change.

A case study conducted (Lee, M., Hallinger,P., & Walker, A. 2012) in five international schools located in Thailand, Vietnam, Hong Kong, and China identified three broad instructional leadership practice as curriculum articulation, cross-program activities, and strategic staffing. These international schools offering a unique and fruitful context for studying distributed instructional leadership. The one year long examination of the perception and lived experiences of two novice public middle schools principals (Caruso, L. F. 2013) stated that the principals navigated their role as micro political leader by learning existing school values, content to negotiate for holistic educational change. They relied on coercive tactics to limit and control teachers. They were engaged in open and positive relationship with their superiors but they did not want to phone call from superintendent for asking the wrong situation of the school and they quickly spend time on problem that need to be dealt with quickly, instead of working

calm and planned way intervened when teacher became vocal. The study was focused on how school principal asserted practical leadership approaches for political ends and to create holistic educational change during the period of decline.

The empirical connection exists between a) specialized training for teachers and principals, b) a long duration (3 years) of reform support, c) high intensity of individual teacher engagement with the reform organization and standards- based curricular content showed high consistency and coverage scores(Trujillo,T. M. & Woulfin S. L. 2014). Both transformational and transactional leadership are important to establishing and maintaining an environment conductive to learning. Training programs for new principals as well as experienced principals' field should receive the guidance on balancing transformational and transactional leadership style in order to facilitate positive, collaborative learning environments for teaching and learning (Pepper, K. 2010). On other hands organizational learning was seen highly effective to achieve the organizational innovation in school when using the strategies of transformational leadership and organizational learning at the same time (Hsiao, H.C. & Chang J.C. 2011). Transformational leadership begins with the questions of equity and justice, bottomless democracy, critiques, inequitable practices, and addresses both individual and public good. A study conducted in Netherlands (Moolenaar, M., Daly A. J., & Sleegers Peter J.C. 2010) seeking the link between transformational leadership and principals' social network position concluded that transformational leadership was positively associated with schools, innovative climate and principals' social network position, in terms of centrality, was also related to schools' innovative climate.

To motivate the teachers for the change and creation of new knowledge and practice, principal should provide professional and personal advice, and more closely connect to their teachers. The schools that embraced more democratic and participatory leadership styles that encouraged group work and team spirit performed significantly better than those that used more autocratic leadership styles that were largely dictatorial (Obama, M., Eunice, L. A. & Orodho, J. A., 2015). A conceptual and empirical research on two successful schools principals Amy and Catherine who had shown high levels of student achievement, introduced a number of impartial change in the school (Shields, C.M. 2010) showed that transformative leaders, who focus on critique and promise, do more than bemoan current failures and tinker around edges of deep and meaningful reform.

Price, H. E. (2012) stated that the positive work relationships between principal and teachers improve job satisfaction, cohesion perceptions, and a commitment level of principal as well as teachers. The principal as the direct leader strongly and directly affect the teachers' teachers' attitudes, which define the schooling climate. Principal approach their leadership roles through the small school design team process and initiated their role into a model of the "principal as organizer" in which leadership is build on deep relationships and shared across multiple people and roles (Ishimaru, A. 2013). Principals

enacted shared leadership empowering and creating the opportunities for parents' leadership with low-income, predominantly immigrant parents. Principals may adopt situational coping strategies in the immediate term an strategies shaped by their own role constructions in the long term. The five processes of leadership for change are building a vision-oriented senior leadership team, enhancing students' choice, developing a student-oriented class schedule, organizing an exam system and mapping each student which was to operate cyclically during the school year (Tubin, D. 2015).

Professional Development

The work of school principals requires a strong leadership skill. One method of developing the leadership skill of school principal is through professional development programs. Researchers are paying concern about the professional development, deficiencies in preparation and the quality of professional development for school leaders. There has been both an increase in investment and significance development in school leadership training and continuing professional development. Principal were getting an opportunity for formal learning but formal learning through theory; learning through practice; and the learning implications of a centrally controlled training agenda. School principal training was focused on the needs of trainees at different career stages in school leadership. School principals were also provided with opportunity to visit famous key schools in order to learn from best practice, followed by a written report reflecting on the experience (Wilson M. & Xue X. 2013). There was opportunity of self directed learning and situated social learning through participation in professional communities of practice and school visit program. School visits were ineffective because of too short time of visiting and the purpose of visiting are to showing of their achievement rather in helping them to improve their own school (Wilson M. & Xue X. 2013). However most of training is focused on theory only in course provision and method of training is monotonous however school principals are positive about the benefits of formal training based on school-based practice. The contribution of experienced school principals to formal program was welcomed by the principals. The social networking and opportunities for experiential learning is very important for principal in their relation to higher authorities to gain more financial and material resources as well as more good teachers for their own school (Wilson M. & Xue X. 2013). More in-service training of school principal is to keep up with the pace of reform and the frequent policy changes. The best way of leadership learning is to work in elite schools for a period of time.

A case study from a fact-finding mission of a joint program between the Centre for Commonwealth Education in Cambridge University and the Institute for Educational Planning and Administration in university of Cape Coast, Ghana (Malakolunthu, S., McBeath, J., & Swaffield, S. 2014) found that the head teachers with leadership for learning program, appeared to have taken charge of leading the school in a certain way and showed more leadership. They have concluded their study with significance and positive changes were possible even in ominous conditions and a strong and committed

leadership with a clear vision and understanding of the dynamics involvement to bring about change was essential which was demonstrated by the cadre of school transformation leaders in Ghana. Taylor, R.T., Pelletier, K.,Trimble, T. &Ruiz,E., (2014) indicated that preparing principals for school leadership in the future must develop them as instructional leaders who can improve teacher performance and student achievement. They have conducted the study to examine leadership, management, and student achievement growth during the time of coaching found significantly increased principal capacity in leadership responsibilities and positive student achievement gains after coaching the principal.

After completing the District professional development program for urban school principal, most principal (Bames, C.A., Cambum, E., Sanders B.R. and Sebastian, J.2010) reported that they have learned to improve an existing routine, to put a previously known idea into practice and developed the skill of doing something new. The training program provided knowledge structures, tools and routines for reintegrating ideas from the program into strategically valuable procedural. They reported working more strategically toward student learning.

Common Approaches and Challenges of School Principals

Principle encountered many obstacles when carrying out the function in school.
Bloom C.M. & Owens E.W. (2011) stated the different perception of school principals on teachers' selection, curriculum issues and discipline policies at their school for high achieving and low achieving school. Principal from high achieving schools believed that they have greater control over hiring and dismissing practices, positive influences on curriculum guidelines, course selection and offerings at their respective school whereas the principals of low- achieving school principals do not have same belief on it. Low –achieving school principal belief that they do not have significant influences on teachers hiring and dismissing practices as well as curriculum guidelines and course offering at their respective school. But principals at low- achieving schools perceived that they have a greater influence on the disbursement of funds than the principals of high-achieving schools perceived. Principals from both type of school have a common perception that they have control over discipline issues at their respective school. Because of limited supply of qualified candidates, extreme centralization of teachers hiring procedures, and the control of seniority, school principal had limited approaches on hiring, evaluation, dismissal and professional development of teachers. (Donaldson, M. L. 2013).

School principal have the great challenge to create the environment for family and community involvement for basis program implementation. principals, support for family and community involvement and school's report of district assistance contribute significantly to schools' basic program implementation and to advanced outreach involvement of all families in their children's education and district leaders' direct facilitation contributes to quality of the school programs (Epstein, J.L., Galindo C.L. and Sheldon, S.B. 2011). Challenges for the school principals are to facilitate a collaborative,

democratic environment in which the parents' beliefs, opinions and idea listened and parents work towards student success. Because Students of involved parents have been shown to have higher achievement in school (Rapp, N. & Duncan, H. 2011). School principals are supposed to dedicate time and effort towards strong school-community relations by promoting a sense of mutuality and respect between school and local community.

School principal plays the vital role in implementation of ICT in schools. School principal have moderate competency in computer application and spent a very less times working on their computer. The cultural perception and transformational leadership contributed significantly to level of computer use by principal (Arokiasamy, A., Abdullah, A & Ismail, A. B. 2014). School principals have challenge to keep themselves up to date with the changing technology and innovation. Principals were found spending more time on management, personnel issues, and student affairs. They are supposed to be spending more time on instructional leadership than advocated by leadership scholars and professional standards. The study by Cambum E.M.,Spillane J.P and Sebastian J.(2010) showed that principal spend more time on management, personnel issues, and student affairs and less time on instructional leadership than advocated by leadership scholars and professional standards. They have suggested that schools can work against these limitations by allocating responsibility for instructional leadership to other leaders, especially teacher leaders, who specialize in this area.

Particularly schools in the underdeveloped country experience and encounter many challenges concerns over staffing the quality and availability of materials, facilities, infrastructure and physical access to the school plan, lack of electricity. But there are other challenges too. Miller (2015) concluded that school principals feel staff and student in their schools are resilient. School principals enjoy their jobs but feel a sense of professional isolation. The changing-social-economic policy contexts have led them to work intensification.

Principals' Manifestation in Student Behavior and Discipline

Holding students and teachers accountable for their actions is essential to a well run school. School principals are supposed to deal with student accountability and student discipline issues. Students in schools willingly or unwillingly violate laid down rules of an institutions, which hampers the smooth running of the institution. Indiscipline is the lack of control in the behavior of a group of people (Oxford Advanced learners' Dictionary). High prevalence of indiscipline among the schools significantly affected students, interest in schooling and overall students, academic performance in school. A district level case study conducted in six Pakistan schools with the objectives of finding the answer of the questions how a school principal can influence throughout his or her school (Branson, C.M., Baig, S. & Begum A. 2014) stated that each of the students participants accepted their school principal as an influential person in his or her life. Each student was monitoring the principal's words and action as a source of potential personal

values. So each principal was a pivotal person and source of influence upon each student's value and adoption choices. The aware involvement of the principal in consistently proclaiming and modeling those values inherent within the desired pro-social behavior of the students makes a uniquely significant input to the school-wide disciplinary climate and, finally, to the improvement of student academic learning.

Findlay, M.N. (2014) stated that the principal appeared to understand discretion as being part of larger, more complex issues or a gray area; the exercise of good; and necessary in order for them to be fair and reasonable in their disciplinary decision making. The pressure from their seniors, the expectation of parents and staff, and the threat of legal action influences upon their decision making. School principal understood the discretion as allowing them to differentiate on order to be fair and adapt rules for their personal definitions of equity.

Maintaining the discipline is not only the controlling the children unwanted behavior. Discipline is building a sustainable positive climate acceptable for all so that all students get to their full potential. Involvement of all member of the school for holistic approach is also important to ensure the inclusiveness and acceptance environment (Ministry of Education, Ontaria 2012). Unbiased appointment of capable and effective principals and effective monitoring of schools will ensure disciplines which boost the quality of teachers and learning for the attainment of the set goals in schools (Peter, M.G. 2015). The school principal should play a (more) active role and willing to share their knowledge on the implementation of school disciplinary policy with other members of the school.

Principal plays an important role by collaborating with teachers and providing opportunities for successful teaching and learning. Reginan, O. (2013) recommended that there should be re-orientation by way of counseling to fight manifested disciplinary problems in schools. Principal should motivate the teachers in school in order to pay proper attention to the psychological and emotional needs of students. School leaders need thorough training for the development and implementation of discipline policies. The broader school community should be taken on board ensure effective discipline policy implementation. The school principal and other member of schools should practice fairness in discipline management (Wyk, C.V., & Pelser, A.M. 2014). School principals and other members of school felt that discipline policy deserved to be review to make more clear and flexible. Involvement of all the member of the school community is essential to give the opportunity to student to air their voices (Macharia, J.M., Kiongo, Thinguri, R. & Kiongo, P. 2014).

Relations Between the Different Leadership Behaviors of School Principals

A study done by Okcu, V. (2014) revealed there is the positive and moderate relationship between all dimensions of transformational leadership and contingent reward sub-dimension of transactional leadership. There is positive relationship between administrative practices and polices sub-dimension of diversity management and there was negative and weak relationship between management

by exception (passive) and laissez-faire leadership dimensions of transactional leadership. Diversity Management scale to indicate the degree of behavior relate to diversity management. The spiritual leadership also strongly contributes in forming more solid ground of organizational citizenship behaviors of school principals to spread through in an organization (Kaya, A. 2015). Kaya used spiritual leadership as an independent variable and organizational citizen behavior subscales (Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic Virtue)are as dependent variables and observed all the variables significantly correlate with each other. There is no relationship between decision-making styles and leadership style. Omari, A. A. (2013) revealed that no significant correlation exist between decision making styles an leadership styles of school principals but directive people have low tolerance for ambiguity, a characteristic that sometimes makes one feel insecure, and incline to be aggressive. "Directive decision making styles" was predominant among school principals with mean score 60.37 (SD,31.82).

Principal Leadership for Teachers

School principals focus hiring those teachers having good behaviors and skills rather than qualification. Principal looked the teachers who care about student, have a classroom management skill, are willing to go beyond contractual obligations (to give extra) and have content knowledge (Engle, M. 2013). There is strong and positive impact on the communication satisfaction of the teachers. The core transformational leadership behavior, contingent reward behavior, and intellectual stimulation have the strongest influence on communication satisfaction of the teachers. The school principal should devote considerable attention to developing leadership and communication skills which would serve to achieve an increase in communication and job satisfaction among teachers. The job satisfaction of the teachers potentially creates the condition for effecting functioning of school for student achievement (Terek, E., Glusac, D., Nikolic, M., Tasic, I., & Gligorovic, B. 2015). School principal ethical value would contribute organization effectiveness through creating a sense of shared core value supporting vision, mission and goal of school. Teachers in school also agreed that the principals often performed ethical leadership behaviors' in schools. Teachers in school believe that the school principal does not give consent to illegal entertainments at school (Katranci, I., Sungu, H. & Saglam, M. 2015).

Responsible Leadership

Many researches in educational leadership field trying to find the answer of the question that what responsible principal do is. How effective principal carry out the actions for academic success for all students and cultivate the leadership in others. Johnson, C.S. (2014) states that the purpose of responsible educational leadership is developing relationships with teachers, students, parents , community and attribute their performance beyond expectations to the strength of these relationships. The role of responsible leaders is not only raising and sustaining student achievement but also weaving leadership

throughout the students, parents and community agencies (web of stakeholders). This collectivization of leadership is a hallmark of responsible leadership. Responsible and effective leaders are open-minded and listen to the ideas and work together in challenging the status quo in today's schools. They apply the idea such as "smaller learning communities" and the philosophy of "saving one student at a time" and collaborate with teachers to find the more effective solutions of the problems that can help to improve academic achievement (Morgan, R.D., & Lock, P. (2014). Responsible principals create new dialogue and shared theories to the students to improve both organizational function and the instructional programs of their schools. To take their lead from students, responsible principal use more student-driven approaches which revealed a shared theory, so that school students can be empowered as learners and leaders in their own right (Damian, J. 2014). The major reason for principal failure is the lack of ability to deal with people. Effective principals perform the two tasks managerial and building cultural linkage successfully. Managerial task normally associate with building the cultural foundations of school excellence by establishing behavioral norms, instituting rituals, and symbols(Lunenburg, F.C.2010).

Conclusion

The majority of evidence presented suggested that principal is the key player for organizational change and have a more indirect and less direct influence on student and teacher achievement. Research provides the evidence that school principals have great influence on student behavior, teachers and students' motivation, academic progress, teachers' development and parents/ community engagement with schools. Distributed instructional leadership, balanced transformational and transactional leadership is increasingly seen as a feature of effective leadership for organizational change. The finding from literature also presented the principal as organization changer, disciplinarians, motivator, coordinator, community leaders, program administrators and policy mandates and initiator. The literature further identified that successful and effective principal is open-minded and display the weaving leadership throughout the stakeholders. Responsible and effective principals create a warm and nurturing environment for teachers, parents and students and work together with them for improvement. So that Leadership in school is comprehensive, place-conscious, and relationship-depended; the needs and priorities of students, parents, and communities' members require a leader, who is knowledgeable about policies and planning, yet approachable to the individual needs, perceptions, and culture of educational stakeholders to the community (Preston, J.P., Jakubiec, B.A., & Kooymans, R.2013). The professional development programs for school principal are essential but training should focus on practice approach rather than theoretical approach.

The limitation of this study is that most of the research articles represented the data from USA and other developed countries. Articles related to discipline matter are only representing the data from developing country. It may restrict the global application of results. It is our hope that the information

given by literature review will assist the principal, school leader, administrators, policymakers and researchers who are interested in promoting successful leadership practices within the country. However, further comparative study of developed countries and developing countries is required to more adequately understand the role and impact of school principal leadership for overall development of school. For instance, what leadership style do developed country and developing countries school principal tend to embody and why? What are the commonalties and differences of leadership styles and challenges faces by the developed countries and developing countries principals? These are presently only some of the many research questions waiting to be addressed in the upcoming days.

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