

Managing and Regulating Residential High Schools: A Concept Paper

Sabitri Sharma¹

Abstract

This concept paper delves into the complexities of managing and regulating a residential high school, emphasizing the implementation of transformational leadership to bolster both academic excellence and holistic development. Recognizing the paramount importance of strong leadership, the paper underscores the necessity of cultivating a safe, inclusive, and equitable learning environment. The outlined comprehensive five-year strategic plan is multifaceted, addressing key areas such as curriculum enhancement, faculty development, technology integration, extracurricular programs, and stakeholder engagement. The plan further emphasizes financial stability and economic independence, achieved through strategic financial adjustments and active community engagement.

A critical component of this strategy is fostering a supportive work environment, which is integral to the application of effective leadership principles. The paper argues that through the promotion of transformational leadership, residential high schools can achieve long-term sustainability, heightened academic excellence, and a robust educational culture. The study draws upon secondary sources, including scholarly articles, reports, and case studies, to provide a solid theoretical foundation. Additionally, it integrates insights and practical knowledge derived from my own professional experiences in educational leadership and administration. By combining these elements, the paper offers a comprehensive and practical roadmap for the successful management of residential high schools, ensuring they can thrive and adapt to an ever-evolving educational landscape.

Keywords: transformational leadership, residential high school, academic excellence, holistic development, financial stability

¹ Ms. Sharma is a freelancer.

Background

Residential high schools dedicated to academic excellence and holistic education have a long-standing tradition of fostering students' personal and academic growth. Established decades ago, these institutions operate under various educational regulations and policies designed to ensure quality education and comprehensive development.

Over the past several decades, significant strides have been made in understanding the vital role that versatile leaders play in enhancing school effectiveness. This has helped many such schools become beacons of excellence, enabling students to achieve top international rankings. These institutions steadfastly practice principles of democratization, decentralization, justice, and respect for child rights in all aspects of life. They enroll students at multiple grade levels, maintaining a high standard of education and holistic development for a substantial student body. The legacy of excellence persists, as evidenced by the high number of applicants for entrance exams each year.

Today, the varying leadership styles and market demands present formidable challenges. However, a visionary and astute leader can bridge existing gaps and overcome these challenges, ensuring continued success and growth. A leader plays a crucial role in encouraging and empowering staff to align their personal goals with organizational objectives and commit all their resources to achieving these goals (Bass, 1990). Leaders are role models, striving to establish a clear vision for the organization's future (Bush, 2007; Jensen et al., 2019). These leaders start by assessing the environment to understand ongoing changes and then work to elevate quality standards. Leadership can effectively motivate staff to perform at higher levels by aligning organizational and personal goals. Bryson (2011) emphasizes that strategic planning is crucial for any organization as it determines its success or failure.

In the context of residential high schools, the need for strong leadership is paramount. These institutions require leaders who can create safe, non-violent, inclusive, and equitable learning environments. By setting a clear vision and fostering a positive culture, such leaders can sustain the legacy of academic excellence. This concept paper aims to explore the strategies and frameworks necessary to manage and regulate a residential high school effectively, ensuring it remains a model of educational excellence.

Quality Promotion and Effectiveness of a Residential High School

The primary objective of this concept paper is to outline a comprehensive five-year strategic plan to achieve academic excellence, foster a nurturing and inclusive school environment, and position the institution as a leader in national and international education standards. Meeting specific standards is necessary before the school can adopt the national curriculum. School leadership is multifaceted, with various styles and outcomes thoroughly studied. Among these, transformational leadership is the best approach to promote and develop the instructional leadership capabilities of classroom teachers and leaders directly responsible for learning (Hallinger, 2003).

Transformational leadership is effective because it influences followers toward achieving goals through individualized consideration, visionary thinking, excellent role models, intellectual stimulation, and idealized influence (Bush & Glover, 2003). This leadership style fosters a shared vision, inspires and motivates the school community, promotes innovation, and enhances overall performance and satisfaction at the institution.

Implementing transformational leadership can redefine the school's mission and vision, renew commitment, and restructure systems to achieve goals (Hay, 2006). A strong leader can mitigate the negative aspects of market adoption by implementing mechanisms for external evaluation and accountability. Transformational leadership includes inspirational motivation and intellectual stimulation, encouraging employees to generate ideas and explore problem-solving methods (Metaferia, Baraki, & Mebratu, 2023). Leaders who act as role models and practice participatory management can effectively define goals and drive transformational change through daily administrative tasks and high parental involvement.

Job satisfaction is linked to leaders' improved attitudes toward their roles, resulting from performance appraisal and evaluation (Robbins & Judge, 2013). Addressing factors such as safety, coworker relationships, security, food, and trust is essential (Munir & Khatoon, 2015). Strategic plans should consider interests, attitudes, values, skills, and needs, among other aspects.

The interaction between worker characteristics and the work environment, which can range from tension and friendship to competitiveness and cooperation, significantly

impacts job satisfaction (Rajeswari & Adhimoolam, 2015). Teacher job satisfaction is crucial for fostering commitment, effort, and the achievement of school goals (Werang et al., 2017). According to Polite (2020), teachers often experience dissatisfaction due to low professional status, poor working conditions, inadequate salaries, lack of motivation, insufficient teaching materials, and poor leadership from school principals. Addressing these issues requires implementing transformational leadership.

In the context of such institutions, transforming the school environment requires a focused effort to improve leadership practices. Schools can enhance effectiveness, staff morale, and stability by adopting transformational leadership principles, addressing key job satisfaction determinants, and fostering a supportive work environment. The talents and knowledge of staff (Shin & Zhou, 2003) should be highly valued.

Many institutions have faced significant disruptions in recent years due to brain drain, covid 19, and instability leading to lower distinction rates in key examinations for several consecutive years. Additionally, the pandemic has contributed to a downward psychological trend among staff members. This context demands extra efforts to promote the institution's quality to meet market demands.

Transformational leadership is crucial in addressing these challenges. By fostering a supportive and innovative environment, transformational leaders can help alleviate the stress and uncertainty caused by the pandemic. This approach encourages staff to generate ideas and explore problem-solving methods, thus directly addressing the issues of lower academic performance and staff morale.

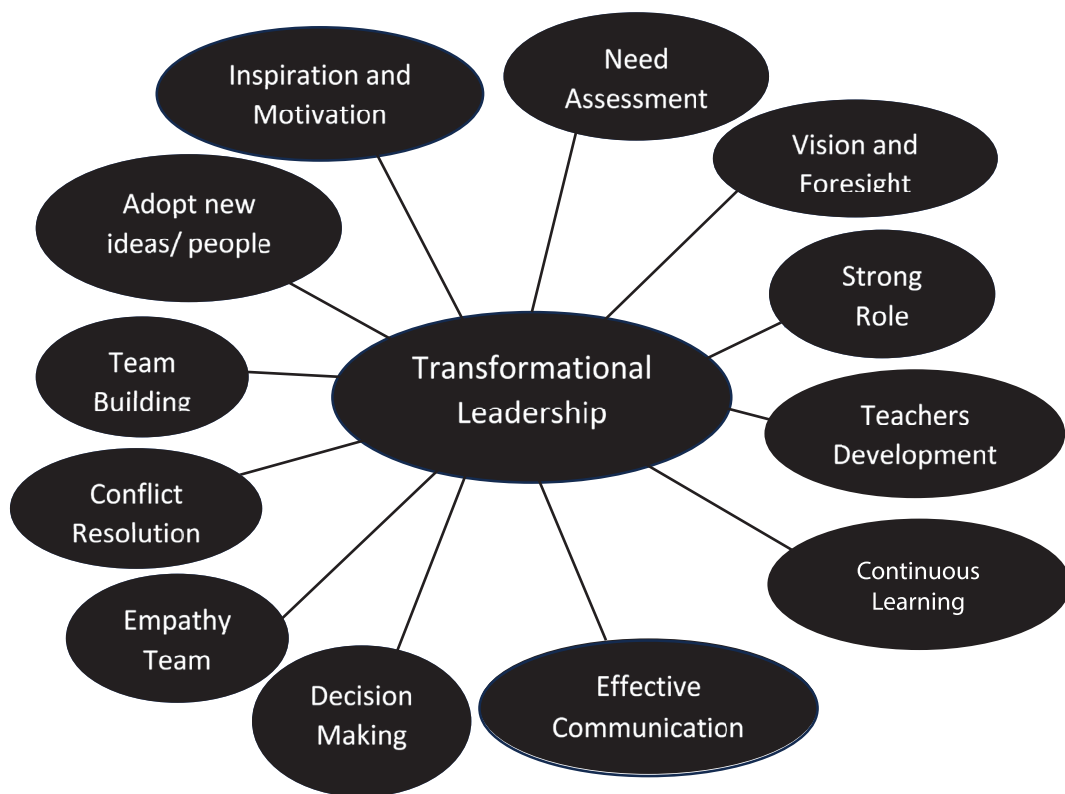


Fig:1 Framework of Transformational Leadership for quality education

Source: Bass (1990)

The leader of a residential high school plays a pivotal role in harnessing the collective intelligence, energy, and experience of the school community to foster an inclusive and empowering culture. Supported by well-respected stakeholders, this approach encourages a stronger sense of sponsorship and intent. The strategy includes articulating a clear purpose, setting performance expectations, ensuring transparency in performance data, providing necessary tools, investing in professional development, granting decision-making autonomy, and actively listening to feedback.

Implementing transformational leadership involves developing diverse leadership teams, creating detailed action plans, organizing regular training, establishing feedback mechanisms, and continuously monitoring progress. This approach fosters a shared vision, inspires and motivates the school community, promotes innovation,

and enhances overall performance and satisfaction. The expected outcomes of such a leadership approach include enhanced academic performance, improved teacher motivation, increased student engagement, effective communication, and a culture of continuous improvement and innovation, ultimately creating a dynamic and supportive educational environment (Yaslioglu & Erden, 2018).

Strategic Plan to achieve targeted objective in residential highschools

By adopting the following strategies, the institution can address the challenges and mitigate the negative aspects of market adoption, and sustain its legacy of academic excellence. Transformational leaders can redefine the school's mission and vision, renew commitment, and restructure systems to achieve goals. This comprehensive approach ensures the school remains a model of educational excellence, capable of meeting and exceeding national and international standards.



Fig: 2 Conceptual Framework of a strategic plan for positive output

Source: Anchor (2011)

Anchor (2011) emphasized the importance of strategic planning in creating an effective framework for schools. By formulating and implementing a strategic plan, schools can benefit in several ways: establishing clear and agreed-upon goals and objectives, ensuring these goals are communicated to all stakeholders, providing a basis for measuring progress, building strong and functional management teams with a clear future vision, introducing innovative ideas that propel the school towards greater excellence, and committing school funds to a well-organized and coherent development agenda. This strategic approach is crucial for achieving long-term success and effectiveness.

Bryson (2011) defines a strategy as a future-focused plan designed to achieve specific goals, especially since past policies and programs have often failed. Therefore, principals should establish a school vision statement, student targets, and a strategic plan (Austin, 2020). The persuading environment to the followers can be set in the following ways after identifying part of the School's problem as 'success syndrome'.

1. It's essential to create a strong argument for why change is needed (Knowledge creating and Knowledge sharing))
2. To motivate a unified vision, seeking widespread input and encouraging everyone to envision a new and improved future is important.

E.g.The principal or department head can regularly visit classrooms and encourage others to do the same to understand collective needs better (ERIC, 1992).

3. Change needs to be guided: Publicly acknowledging accomplishments and successful collaborative efforts can support these goals. Additionally, sending private congratulatory notes to successful individuals can help build their self-confidence (ERIC, 1992).
4. Change must be integrated into the organization's fabric to create other effective leaders

Transformational leadership can tackle several critical issues and elevate its educational standards. The school environment may be characterized by negative attitudes and laissez-faire leadership, resulting in a lack of direction and motivation among staff and students. The laissez-faire approach of many teachers and even supervisors might have led to insufficient engagement and ineffective teaching methods, hindering academic progress.

There is a pressing need to enhance academic performance by addressing curriculum gaps and modernizing instructional practices. Teacher motivation and professional development are paramount, as low morale and job dissatisfaction inhibit continuous growth and improvement. Moreover, student engagement and holistic development are not being adequately prioritized, failing to support their emotional and social growth alongside academics.

Integrating innovative and modern teaching practices is essential for preparing students for the 21st-century workforce. However, effective communication and collaboration between the administration, teachers, students, and parents are lacking, preventing the establishment of a culture of teamwork and shared goals these days. A strong, inspiring vision and leadership are crucial to guiding the school community toward achieving excellence.

Furthermore, resistance to change and the absence of a culture of continuous improvement contribute to a rigid and unadaptive organizational structure. Efficient resource management and allocation, enhanced support services for student well-being, and stronger community and stakeholder involvement are also critical areas needing attention. Addressing these issues is vital for fostering an environment conducive to academic excellence and holistic student development in residential schools.

How to make residential schools ‘Center of Academic Excellence’

This study aims to outline the purpose, scope, and significance of a proposed plan to implement transformational leadership in a principal residential school. This includes developing a vision and mission that align with the goals of enhancing academic excellence, fostering a nurturing environment, and positioning the institution as a center of excellence in education.

Vision

To sustain an Institution as a model institution that nurtures intellectual growth, ethical values, and social responsibility, preparing students to excel in a rapidly changing global landscape.

Mission

To provide a holistic education that fosters intellectual, emotional, and social development, equipping students with the skills and values necessary to succeed in the modern world.

Strategic Goals

Academic Excellence

Curriculum Enhancement

Continue a dynamic curriculum that integrates national standards with global-based teaching and learning practices by reviewing it along with experts.

Faculty Development

Establish continuous professional development programs for teachers to stay updated with the latest pedagogical techniques.

Technology Integration

Incorporate advanced educational technologies to enhance learning experiences and outcomes. service, skill, and technology will be shared with the market collaborating with the experts of different sectors.

Holistic Development

Extracurricular Programs

Enhance students' cognitive, psychomotor, and affective skills through diverse extracurricular activities:

Intellectual programs: Debate clubs, science fairs, coding workshops.

Psychomotor activities: Dance, martial arts, sports.

Affective initiatives: Drama clubs, music ensembles, community service.

Counseling and Support Services

Promote psychosocial skills and positive mental health attributes:

Provide qualified counselors.

Conduct mental health workshops.

Create safe spaces for student support.

Community Engagement

Foster collaboration with businesses, NGOs, and academic institutions:

Offer internships, mentorship programs, and experiential learning.

Prepare students for careers and global citizenship.4.3 Institutional Growth Initiatives

Infrastructure development

Repair existing buildings and hostels, and maintain computer labs, science labs, the science innovation center, and various faculty resource centers. Construct new facilities, such as foot trails around GBS, an extended dining hall, and an auditorium hall. Coordinate these projects with the Parent Teacher Association and EGBOSA, funded through government grants maintaining transparency and accountability.

Annual Measurable Objectives (AMO)

Establish a minimum percentage of students meeting academic standards. Adequate

facilities and resources positively impact student achievement and behavior (Uline & Tschannen-Moran, 2008). Community support and involvement improve student performance and school satisfaction (Epstein & Sanders, 2006). Effective management of student conduct, including the implementation of Positive Behavioral Interventions and Supports (PBIS), reduces disciplinary incidents and improves outcomes (Bradshaw, Mitchell, & Leaf, 2010). Empowering teachers through leadership roles enhances school improvement and student achievement. Transformational school leadership fosters a positive climate and enhances learning. Continuous professional development is essential for improving teaching skills and student achievement (Darling-Hammond et al., 2009).

Stakeholder Collaboration

Organize regular meetings and forums for parents and alumni. Create a dedicated stakeholder engagement team to foster strong collaboration and support.

Key Performance Indicators (KPIs)

Academic Performance

Monitor improvement in national exam scores and school/university placement rates.

Student Participation

Track increased involvement in extracurricular activities and community projects.

Stakeholder Satisfaction

Address four dimensions in the GBS Improvement Plan (SIP): instructional excellence and alignment, leadership capacity, families and communities, and professional capacity. Gather feedback from parents, students, and teachers through surveys and meetings for implementation.

Evaluation Mechanisms

Annual Reviews

Conduct comprehensive reviews of all programs and initiatives annually. The teacher will fill up appraisal forms to keep them highly responsible for their performance

Feedback Systems

Implement regular feedback collection from students, staff, and parents.

Adjustments and Improvements

Make data-driven adjustments to strategies and plans based on evaluation results. Conduct bi-annual workshops for professional development, starting in the first year and continuing every six months. Offer incentives such as performance bonuses, recognition programs like "Teacher of the Month," and funded professional development courses. Benchmark and adjust salaries to ensure competitiveness with transparent criteria for increments. Establish a clear promotion framework with regular performance reviews and mentorship programs. Fill vacancies efficiently through internal promotions and external recruitment to ensure the best fit for teaching and non-teaching positions. This plan aims to motivate, develop, and retain high-quality staff, fostering a supportive and dynamic work environment (Bass,1990)

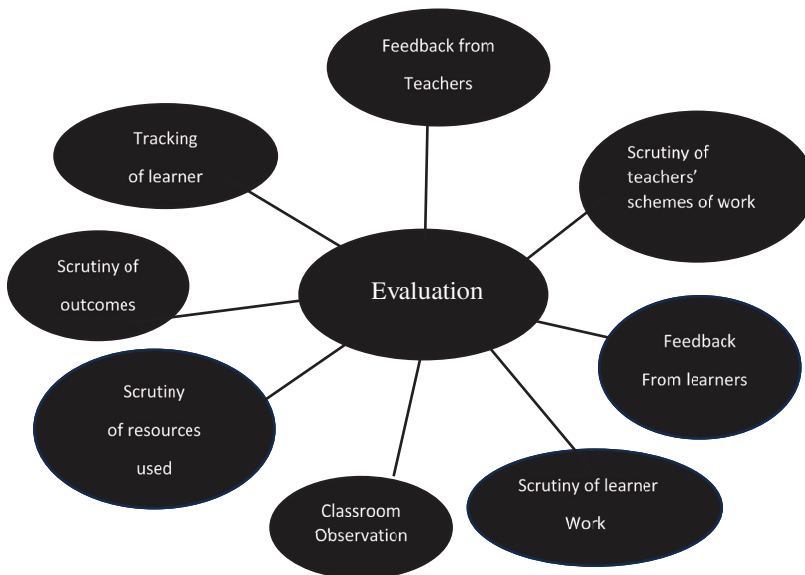


Fig: 3 Evaluation framework for fostering a supportive and dynamic teaching-learning excellence

Source : (Bass 1990)

Research design framework for evaluating the implementation of transformational leadership

The research design framework for evaluating the implementation of transformational leadership in residential high schools will involve a mixed-methods approach. This will include quantitative data collection through standardized test scores, teacher and student surveys, and attendance records to measure academic performance and engagement. Qualitative data will be gathered through interviews and focus groups with stakeholders, such as teachers, students, parents, and administrators, to capture their perceptions and experiences. This comprehensive evaluation process will be conducted bi-annually to monitor progress, identify challenges, and make data-driven adjustments to strategies and plans. Continuous assessment will ensure the effectiveness of transformational leadership in achieving academic excellence and holistic development (Creswell, 2012).

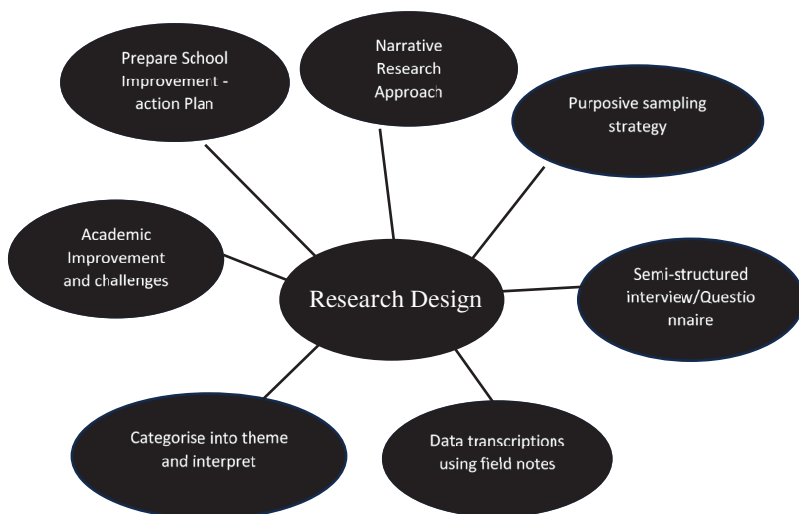


Fig: 4 Research design framework for evaluating the implementation of transformational leadership.

Source: Creswell (2012)

Financial Framework, Transparency, and Economic Independence of Residential High Schools

Ensuring financial stability and adaptability in residential high schools necessitates strategic adjustments to financial frameworks. This involves diversifying income through annual tuition fee increments, actively pursuing grants, enhancing fundraising campaigns, right-sizing staffing, increasing revenue from facility rentals, and expanding extracurricular programs. Expenditures will be optimized by regularly reviewing salary structures, allocating funds for professional development, prioritizing infrastructure maintenance, and investing in technology and educational resources. (Bush& Glover 2003).

Community engagement will involve budgeting for outreach programs and partnerships with local organizations while supporting student services such as counseling, special education, and health services. Operational costs will be managed through energy-saving initiatives and bulk purchasing agreements, alongside implementing zero-based budgeting, conducting regular financial reviews, and ensuring transparent financial reporting. Contingency plans will be developed to mitigate potential financial risks, emphasizing accountability among all financial staff.

For residential high schools striving for economic independence, it is crucial to leverage all available resources effectively. This includes transparently utilizing unused land for business purposes to generate revenue and ensure financial sustainability. Recognizing the critical role of research and innovation in enhancing educational quality, these institutions aim to institutionalize such practices to improve teaching methodologies, develop new educational tools, and foster a supportive learning environment that reduces dropout rates (Yaslioglu & Erden, 2018).

Strategic measures will include involving former scholarship students in supporting new recipients, establishing effective monitoring and evaluation processes for continuous improvement, and minimizing unnecessary administrative expenditures to optimize resource allocation. By maintaining high educational standards and fostering a culture of responsibility and respect among students, residential high schools can enhance their overall quality and reputation as centers of academic excellence. This is achieved through quality education, superior health services, and a welcoming hostel environment.

Through these comprehensive financial strategies, residential high schools can ensure long-term sustainability and continue to provide high-quality education. By adopting transformational leadership principles, addressing key job satisfaction determinants, and fostering a supportive work environment, these schools can enhance effectiveness, staff morale, and stability, ultimately benefiting the entire school community. (Bush & Glover, 2003; Metaferia, Baraki, & Mebratu, 2023).

Conclusion

In conclusion, by implementing transformational leadership characterized by charisma, individualized consideration, intellectual stimulation, and inspirational motivation, Gandaki Boarding School (GBS) aims to exceed expectations and bring about profound changes within its community. The principal plays a pivotal role in driving school improvement and effectiveness, utilizing action research to set priorities, establish targets, and allocate resources efficiently. Collaboration among stakeholders—principals, teachers, alumni, students, the board of management, and parents—is essential for effective school planning. Each partner’s unique contributions are amplified through collective input, ensuring the fulfillment of goals set using the S.M.A.R.T. criteria (specific, measurable, attainable, relevant, and time-sensitive). Continuous review, design, implementation, monitoring, and evaluation are critical at every stage of development to sustain GBS's commitment to providing high-quality education and fostering a culture of excellence and accountability.

Implementation Timeline for Leading Residential Highschool and Evidence Sources for Review and Future Development

Activities	Year 1
1. Foundation and Assessment	A comprehensive review of the current curriculum. Identify gaps and areas for improvement in alignment with national and inter-national standards.
2. Faculty Development	Organize workshops focusing on modern pedagogical techniques like Active Learning, Collaborative Learning, Personalized Learning, Blended Learning, Gamification, Project-Based Learning, Inquiry-Based Learning

3. Technology Integration	<p>Partner with teacher training institutes for professional development Collaborate with educational consultants for curriculum development. Research and Development:</p> <p>Encourage ongoing research projects and innovative teaching methods</p> <p>Smart classrooms equipped with the latest technology.</p> <p>Train teachers on using digital tools for enhanced learning experiences enforcing regular teacher evaluations and feedback.</p>
4. Extra-curricular and co-curricular	<p>Assess current extracurricular activities and identify areas for expansion. Introduce new programs based on student interests and emerging trends. making judgments based on criteria and standards. Evaluate the validity of a source, and judge the effectiveness of a solution to a problem. Reflecting on professional strategies</p>
5. Stakeholder Engagement	Organize forums and meetings with all the stakeholders like the school management committee, parents, alumni, and community leaders
2. Activities Year 2	
1. Institutional Growth Infrastructure Development	<p>Renovate existing facilities and ensure regular maintenance. Plan new construction projects (e.g., dining hall extension, Construction auditorium, etc.).</p>
2. Implementation and Expansion Academic Excellence	<p>Curriculum Implementation:</p> <p>Roll out the revised curriculum</p> <p>Monitor and adjust based on feedback and performance data</p>
3. Faculty Development Ongoing Training	<p>Continue bi-annual workshops and introduce advanced training modules. Incentives and Motivation:</p> <p>Implement performance bonuses and recognition programs</p> <p>Technology Integration</p>
4. Holistic Development	<p>Expand the use of e-learning platforms and digital resources. Conduct regular training sessions on new technologies</p>
5. Institutional Growth/ Facility Upgrades	<p>Counseling Services:</p> <p>Enhance support services for mental health and well-being.</p> <p>Begin construction of new facilities planned in Year 1.</p> <p>Review all the infrastructures like water, electricity, and buildings and repair and maintain</p> <p>Stakeholder Collaboration:</p> <p>Strengthen engagement and feedback mechanisms.</p>
Activities to be done in Year 3	
1. Consolidation and Innovation:	Academic Excellence

2. Faculty Development	Curriculum Refinement: Continue refining the curriculum based on performance reviews. .Specialized Training
3. Impact Evaluation	Offer specialized training in new and emerging educational trends. Mentorship Programs: Establish mentorship programs for new teachers/ students Assess the impact of technology on learning outcomes.
4. Holistic Development	Introduce innovative extracurricular programs. Expand counseling services and introduce wellness programs
5. Institutional Growth	Complete ongoing construction projects. Plan for future facility upgrades Review and enhance sustainability initiatives. Stakeholder Engagement: Deepen collaboration and gather continuous feedback
Activities Year 4:	
Assessment and Adjustment	Conduct a thorough review of the curriculum and make necessary adjustments
Community Engagement	Sustainable Practices in Holistic Development
Stakeholder Collaboration	Increase involvement in community-based projects. Continue regular programs with minor upgrades.
Facility Upgrades	Maintain strong engagement and continuously seek input. Review, get feedback, and promote facilities
Activities Year	
5 Sustainability of Leadership	Achievement of the position of GBS as a leader in academic excellence nationally and internationally. Provide leadership training for senior faculty / Students as well Develop strategies to retain top talent. Establish legacy programs that become a hallmark of your institution Strengthen global partnerships and student exchange programs Ensure all practices contribute to the long-term sustainability of the institution. Foster a strong, ongoing relationship with all stakeholders.

Source: Lynch, (2012)& Higher Learning Commission. (2016)

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