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Effect of School Leadership Programs on educational outcomes vis-a-vis SDGs: A comparative study of Nepal and its selected neighbors

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Abstract

Effective school leadership is crucial for creating a positive school environment to improve teacher performance and enhance student outcomes. This article highlights the importance of prioritizing school leadership development and investing in training and support for school leaders in Nepal and its selected neighbors. It also establishes a theoretical link between school leadership development and achieving SDGs in education. The methodology used for this study was secondary data analysis of the literature from various sources, such as research papers, reports, and other relevant documents. The article attempts to contribute to the body of knowledge on school leadership development providing useful insights for policymakers and educators to improve educational outcomes.

Keywords: *Educational outcomes, school leadership, SAARC, SDGs*

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Introduction

Education is an essential component of human development and a fundamental human right. The Sustainable Development Goals (SDGs) by the United Nations Organization (UNO) call for inclusive and equitable quality education for all, making it crucial to prioritize the development of effective school leaders. And such effective school leaders play a transformational role in promoting teacher development, and student achievement, and creating a positive school culture. Hence, investing in school leadership development is a critical aspect of improving education systems worldwide.

In developing countries like Nepal and its close neighbors in South Asia, school leadership development faces significant challenges due to limited resources, inadequate training, and a lack of support from policymakers (World Bank, 2020). In these countries, school leaders are often required to perform multiple roles, including teaching, administration, and management, with limited resources and training. As a result, school leaders in these countries face significant challenges in creating a positive work environment for teachers and staff, which leads to high teacher turnover rates, low morale, and poor student outcomes (UNESCO, 2020).

Importance of School Leadership Development

School Leadership Development provides school leaders with access to high-quality training and professional development as well as mentoring and networking opportunities. The government in Nepal has undertaken various initiatives, such as School Leadership Development Program (SLDP) and School Sector Development Program (SSDP) to promote school leadership and improve education outcomes (UNESCO, 2020). Similarly, some South Asian neighboring countries including Bangladesh, Bhutan, and India have also launched various initiatives to promote school leadership development.

Effective school leadership is the ability to create a shared vision, build relationships, develop people, and drive change (Fullan, 2002). These leadership practices are critical for creating a positive school environment, improving teacher performance, and enhancing student outcomes. Prioritizing school leadership development aligns with SDGs, in particular SDG 4, which calls for inclusive and equitable quality education for all. Investing in school leadership development can contribute to achieving this goal by improving the quality of education, enhancing teacher performance, and promoting student outcomes. In addition, prioritizing school leadership development can also contribute to achieving other SDGs, such as SDG 5, which aims to promote gender equality, and SDG 8 which aims to promote decent work and economic growth (United Nations, 2015).

Objectives of the study

- a) To study the prioritization of school leadership development programs in Nepal and its selected neighbors (Bangladesh, Bhutan, India, and Pakistan) through a comparative analysis of the initiatives taken by these countries.
- b) To examine the theoretical linkage between school leadership development and SDGs in education focusing on how effective school leadership impacts educational outcomes.

Methodology

A review of the related literature from the secondary source was an appropriate approach for this paper, as it allowed the author to explore the challenges faced by Nepal and the selected South Asian countries in promoting school leadership development linked to leadership theory and SDGs in education. The method focused on identifying the key concepts and theories related to effective school leadership and their impact on teacher development, school culture, and student achievement. The analysis also explored the linkages between school leadership development and SDGs for education. In short, it was a systematic approach to data collection and analysis with the conclusion drawn clearly and concisely.

Fullan's leadership theory and effective school leadership

Effective school leadership is crucial for creating a positive school environment, improving teacher performance, and enhancing student outcomes. Michael Fullan, an educational researcher, and leadership expert, has developed a leadership theory that outlines the characteristics of effective school leaders. Fullan's theory includes the ability

to create a shared vision, build relationships, develop people, and drive change (Fullan, 2002).

Effective school leaders create a shared vision that inspires and motivates staff to work towards common goals. They build relationships by promoting collaboration and teamwork among staff and develop people by providing them with opportunities for growth and professional development. Finally, effective school leaders drive change by implementing innovative strategies that improve teaching and learning (Fullan, 2002).

Studies have shown that effective school leadership is strongly linked to improved student outcomes. Leithwood et al. (2004) conducted a meta-analysis of 27 studies that examined the impact of school leadership on student achievement. They found that effective school leadership can have a significant effect on student achievement, particularly in disadvantaged communities. In addition, research has shown that effective school leaders play a crucial role in promoting teacher development, enhancing teacher performance, and creating a positive school culture (Day et al., 2011).

Effective school leadership is essential for addressing the challenges faced by schools in developing countries such as Nepal and selected South Asian countries. In these countries, school leaders are often required to perform multiple roles, including teaching, administration, and management, with limited resources and training. As a result, school leaders in these countries face significant challenges in creating a positive work environment for teachers and staff, which can lead to high teacher turnover rates, low morale, and poor student outcomes (UNESCO, 2020).

Investing in school leadership development can contribute to improving education outcomes, particularly in developing countries. Providing school leaders with access to high-quality training and professional development, mentoring, and networking opportunities can help develop their leadership skills and promote collaboration and teamwork among staff. This, in turn, can create a positive school culture that fosters trust, respect, and continuous improvement (UNESCO, 2020).

In essence, Fullan's leadership theory outlines the characteristics of effective school leaders who create a shared vision, build relationships, and drive change. Effective school leadership is strongly linked to improved student outcomes and is crucial for addressing the challenges faced by schools in developing countries. Investing in school leadership development can contribute to improving education outcomes and creating a positive school culture that promotes collaboration and continuous improvement.

- Significance of effective school leadership

Effective school leadership plays a critical role in promoting teacher development, and student achievement, and creating a positive school culture, particularly in developing countries like those in South Asian Association for Regional Cooperation (SAARC). Here, school leadership development faces significant challenges due to limited resources, inadequate training, and a lack of support from policymakers (World Bank, 2020). As a result, school leaders in these countries face significant challenges in creating

a positive work environment for teachers and staff, which leads to high teacher turnover rates, low morale, and poor student outcomes (UNESCO, 2020).

Research has shown that effective school leadership can have a significant impact on student achievement, particularly in disadvantaged communities (Leithwood et al., 2004). A study in Bangladesh found that effective school leadership in providing support to teachers and promoting teacher collaboration had a positive impact on student outcomes (Haq, 2020). Another study conducted in India found that effective school leadership practices, such as promoting teacher development and creating a positive school culture, had a positive impact on teacher performance and job satisfaction (Bhandari & Sood, 2017). Another study conducted in Nepal found that effective school leadership providing feedback to teachers and promoting teacher collaboration had a positive impact on student outcomes (Chandra, 2018).

Therefore, investing in effective school leadership practices is critical for improving education outcomes in SAARC countries. This includes providing school leaders with access to high-quality training and professional development besides mentoring and networking opportunities. Furthermore, it is essential to invest in research that identifies effective leadership practices and highlights the impact of school leadership on teacher performance and student outcomes, to inform policymakers and school leaders to make informed decisions and improve education outcomes in the region.

- Impact on teacher performance and student outcomes

Effective school leadership is found to have a significant impact on teacher performance and student outcomes globally, including in SAARC countries. Several studies have highlighted the positive effects of effective school leadership on important educational factors. For example, a study conducted in India found that effective school leadership had a positive impact on teacher motivation, which, in turn, led to improved student performance (Sharma & Gupta, 2017). Similarly, a study conducted in Bangladesh found that effective school leadership practices, such as creating a positive school climate and providing instructional support to teachers, were associated with higher student achievement (Chowdhury & Kamal, 2017).

In Nepal, a study conducted by the World Bank (2020) found that school leadership development programs had a positive impact on teacher motivation, job satisfaction, and student achievement. The study also found that effective school leadership practices, such as providing support for teachers and creating a positive school culture, were associated with higher student outcomes.

Research conducted globally has also highlighted the impact of effective school leadership on teacher performance and student outcomes. A meta-analysis conducted by Robinson, Lloyd, and Rowe (2008) found that effective school leadership had a significant impact on student achievement, particularly in disadvantaged communities. Furthermore, a study conducted by Leithwood, Harris, and Hopkins (2008) found that effective school leadership practices, such as setting clear goals, providing instructional

support, and creating a positive school culture, resulted in higher teacher performance and student outcomes.

In a nutshell, researches suggest that effective school leadership is critical for improving teacher performance and student outcomes, both in SAARC countries and globally. Investing in school leadership development programs and promoting effective leadership practices have a significant impact on education outcomes and contribute to achieving SDG 4 of inclusive and equitable quality education for all.

Challenges to school leadership development in Nepal and Its Neighbors

The following are the major issues concerning having an efficient school leadership program in Nepal and its geo-political surrounding:

a) Limited resources

School leadership development in Nepal and SAARC countries faces several challenges, including limited resources, inadequate training, and a lack of support from policymakers. Limited resources, including financial and human resources, are major challenges that hinder effective school leadership development in these countries.

According to a World Bank report, Nepal faces significant resource constraints, including insufficient funding for teacher training and professional development programs. As a result, school leaders often struggle to acquire the necessary skills and competencies needed to lead their schools effectively (World Bank, 2020). The same report notes that the lack of adequate financial resources is a significant constraint for effective school leadership development in other SAARC countries, including Bangladesh and Bhutan. Furthermore, there is a shortage of human resources in the education sector, including qualified and experienced school leaders, trainers, and mentors. In Nepal, there is a shortage of trained school leaders, which makes it difficult to improve education outcomes (UNESCO, 2020).

These resource constraints also hinder access to quality training and professional development opportunities for school leaders, which can negatively impact their leadership skills and abilities. Without access to high-quality training and professional development, school leaders may struggle to create a positive work environment, inspire and motivate staff, and promote good collaboration and teamwork, which are crucial to improving teacher and student achievements.

In gist, the limited resources available for school leadership development in Nepal and SAARC countries pose significant challenges to the development of effective school leaders. Addressing these resource constraints requires a collaborative effort from policymakers, educators, and other stakeholders to prioritize and invest in school leadership development initiatives.

b) Inadequate training

Inadequate training is another significant challenge faced by school leadership development in Nepal and SAARC countries. According to a study conducted by

UNESCO (2019), school leaders in these countries face challenges in accessing relevant and effective training programs. In many cases, training programs are either unavailable or not tailored to the specific needs of school leaders. Additionally, school leaders may lack the necessary skills and knowledge to effectively implement leadership practices in their schools.

A study by Nizamani, Jamro, and Rind (2019) found that inadequate training and professional development opportunities for school leaders in Pakistan resulted in ineffective leadership practices, leading to poor student outcomes. Inadequate training can also contribute to a lack of confidence and motivation among school leaders, hindering their ability to effectively lead their schools. To address this challenge, there is a need to invest in training and professional development programs that are tailored to the needs of school leaders in Nepal and SAARC countries. These programs should provide relevant and up-to-date information on leadership theories and practices, as well as opportunities for school leaders to engage in peer learning and networking. Additionally, policymakers should consider the development of national standards for school leadership programs to ensure that all school leaders receive high-quality training.

c) Lack of support from policymakers

Lack of support from policymakers is another major challenge to school leadership development in Nepal and SAARC countries. Many studies have shown that policymakers do not prioritize education as much as other sectors and often neglect the importance of investing in school leadership development (Kafle & Sharma, 2016; Yara & Mahboob, 2019).

A study conducted by Kafle and Sharma (2016) in Nepal found that policymakers were not adequately supporting school leadership development programs due to their lack of awareness of the importance of effective school leadership. Additionally, policymakers were found to be more focused on meeting quantitative targets rather than improving the quality of education. This lack of support has resulted in insufficient funding and resources being allocated toward school leadership development programs.

Similarly, a study by Yara and Mahboob (2019) in Pakistan revealed that policymakers often do not consider the input of school leaders and do not involve them in the decision-making process. This lack of collaboration and communication between policymakers and school leaders further hinders the development of effective school leadership.

To address this challenge, policymakers need to recognize the vital role that effective school leadership plays in improving education outcomes and prioritize funding and resources for school leadership development programs. Additionally, involving school leaders in the decision-making process and seeking their input can lead to more effective policies and strategies for improving education.

- Consequences of challenges

The consequences of the challenges facing school leadership development in Nepal and SAARC countries are significant. Research suggests that inadequate school leadership harms teacher performance, student outcomes, and overall education quality. For example, a study conducted in Nepal found that ineffective school leadership resulted in low teacher motivation and poor teaching practices, leading to low student achievement (Sapkota, 2017). Another study conducted in India found that poor school leadership negatively impacted student learning outcomes and teacher job satisfaction (Saha & Bagley, 2018). Additionally, a lack of support from policymakers and inadequate training for school leaders can further exacerbate these consequences. A study conducted in Pakistan found that the lack of support and training for school leaders resulted in poor school management, which in turn affected teacher performance and student learning outcomes (Memon et al., 2018).

This way, the consequences of the challenges facing school leadership development in Nepal and SAARC countries can have a long-lasting impact on the quality of education and student outcomes. Thus, policymakers and education authorities must prioritize investing in the development of effective school leadership to improve education quality in these countries.

Initiatives for school leadership development in Nepal and its neighbors

a) School Leadership Development Program in Bangladesh

The School Leadership Development Program (SLDP) in Bangladesh is an initiative aimed at enhancing the quality of education in the country through the development of effective school leadership. Launched in 2017, the program provides training and support to school leaders in areas such as communication, management, and curriculum development, and promotes collaboration among stakeholders. The SLDP program also emphasizes the importance of community engagement in school management and has resulted in better school performance and increased accountability. Overall, the program is contributing to improving the quality of education in Bangladesh (Education Ministry, Bangladesh, 2019).

b) School Leadership Development Program in Bhutan

The School Leadership Development Program (SLDP) in Bhutan was launched in 2014 to enhance the capacity of school leaders through training, coaching, and mentoring. The program aims to develop leadership and management skills, promote a culture of continuous learning and improvement, and improve student outcomes. Despite positive feedback from school leaders and stakeholders, some challenges need to be addressed, including limited resources and a shortage of qualified school leaders. Sustained efforts are necessary to prioritize school leadership development in Bhutan.

c) National Centre for School Leadership (NCSL) in India

The National Centre for School Leadership (NCSL) is an initiative by the Indian government to improve the quality of school education in the country through the

development of effective school leaders. Established in 2016, the NCSL offers training programs, workshops, and other resources to school leaders across India to enhance their leadership skills and promote collaboration among stakeholders. The NCSL also conducts research and advocates for policies that support the development of effective school leadership in India (Ministry of Education, 2021).

d) School leadership development programs in Pakistan

Despite challenges, Pakistan has seen a rise in school leadership development programs in recent years. The government has launched several initiatives, such as the School Leadership Development Program (SLDP) and the Continuous Professional Development (CPD) program, to improve school leadership and management. The SLDP aims to provide training and development opportunities to government school leaders, while the CPD program focuses on enhancing the skills and knowledge of school leaders through mentorship and training. However, challenges such as limited resources, inadequate training, and a shortage of qualified school leaders persist, especially in the context of the COVID-19 pandemic. Therefore, policymakers and stakeholders must prioritize sustained efforts to address these challenges and strengthen school leadership development in Pakistan. (Memon et al., 2019)

e) School Leadership Development Program (SLDP) in Nepal

The School Leadership Development Program (SLDP) in Nepal was initiated in 2008 with the support of the World Bank and the Department for International Development (DFID), United Kingdom. The program was initiated as a response to the need for improving the quality of school leadership in Nepal and has since been implemented across the country. The SLDP program is a flagship program of the Ministry of Education, Science, and Technology in Nepal and has been instrumental in improving the quality of education in the country.

According to various studies, the School Leadership Development Program (SLDP) in Nepal has had a positive impact on the quality of education in the country (Nepal Government, 2015; Shrestha, 2017; Subedi, 2015; UNICEF, 2018). The program has helped to develop critical leadership skills such as communication, conflict resolution, and decision-making, resulting in better management of schools, improved teacher performance, and better learning outcomes for students (Shrestha, 2017; Subedi, 2015). Moreover, the program has also emphasized the importance of collaboration among stakeholders, including parents, teachers, and community members, resulting in better school performance and greater accountability (Nepal Government, 2015; UNICEF, 2018). By building a sense of community ownership of schools, the program has contributed to enhancing the quality of teaching and learning in Nepal (Subedi, 2015).

The SLDP program has been effective in improving the quality of education in Nepal, making it an essential initiative that can serve as a model for other countries in the region (Shrestha, 2017; UNICEF, 2018).

Benefits of the initiatives

The School Leadership Development Programs (SLDPs) in Nepal, India, and Bangladesh are crucial initiatives that aim to improve the quality of education in these countries through the development of effective school leaders. These programs have several benefits, including enhancing the leadership skills of school leaders, promoting collaboration among stakeholders, and improving teacher motivation and student achievement.

Research has shown that effective school leadership has a positive impact on student outcomes and overall education quality (Mulford, 2003). The SLDP programs provide school leaders with the necessary skills and knowledge to effectively manage schools and promote a culture of collaboration and continuous improvement. These programs also emphasize the importance of community engagement in school management, which can lead to better school performance and increased accountability.

Furthermore, these initiatives have the potential to serve as models for other countries in the region and beyond. The success of the SLDP programs in Nepal, India, and Bangladesh demonstrates the importance of investing in the development of effective school leadership to improve the quality of education.

Research on effective school leadership practices

Research on effective leadership practices is crucial for improving the quality of education. The role of school leaders is critical in shaping the learning environment and supporting teacher effectiveness. Therefore, understanding the impact of leadership practices on student outcomes is vital for ensuring that schools are led effectively. Research can provide evidence-based practices for school leaders to adopt and help policymakers make informed decisions to support effective leadership development programs.

- Impact on educational outcomes

Several studies have shown the positive impact of school leadership on education outcomes. Effective school leadership is associated with higher student achievement, improved teacher performance, and increased teacher job satisfaction (Leithwood et al., 2004; Marzano et al., 2005). Leaders who prioritize creating a positive school culture, providing instructional leadership, and fostering teacher collaboration have a greater impact on student outcomes (Leithwood et al., 2010).

Effective leadership practices can positively impact disadvantaged students and schools. School leaders who prioritize equity and access for all students can significantly impact the achievement gap (Robinson et al., 2008). Therefore, it is crucial to invest in the development of effective leadership practices to ensure that all students have access to high-quality education.

Linking school leadership development to SDGs in Education

SDGs include a focus on quality education, with SDG 4 specifically aimed at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. School leadership development has been identified as a crucial component in

achieving this goal, as effective school leadership is essential to improving education quality and promoting positive student outcomes (UNESCO, 2017).

a) Contribution of school leadership development to SDG 4

The development of effective school leaders through initiatives such as training programs and mentorship has been shown to positively impact student learning outcomes, teacher performance, and overall education quality (Mulford & Silins, 2003; Hallinger & Heck, 2010). This, in turn, can contribute to achieving SDG 4 and other related SDGs such as reducing inequality (SDG 10) and promoting gender equality (SDG 5) through providing access to quality education for all.

b) Contribution of school leadership development to other SDGs

School leadership development is a critical aspect of achieving Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and quality education for all. In the context of Bangladesh, Bhutan, India, and Pakistan, several initiatives have been taken to promote school leadership development and improve education outcomes.

In Bangladesh, the Secondary Education Quality and Access Enhancement Project (SEQAEP) has been implemented to improve the quality of secondary education. The project includes a component on school leadership development, which aims to enhance the capacity of school leaders and promote effective school management (World Bank, 2021).

In Bhutan, the School Leadership Development Program (SLDP) has been implemented to enhance the capacity of school leaders through training, coaching, and mentoring. The program has contributed to improving the quality of education and promoting a culture of continuous learning and improvement in schools (Ura, 2019).

In India, the National Program for School Leadership Development (NPSLD) has been launched to develop the capacity of school leaders and improve education outcomes. The program includes various components, such as leadership training, mentoring, and networking, and has contributed to enhancing the quality of education in schools (Ministry of Education, 2021).

Similarly, in Pakistan, the School Leadership Development Program (SLDP) and Continuous Professional Development (CPD) program have been implemented to improve the quality of school leadership and management. These programs have contributed to enhancing the skills and knowledge of school leaders, which has led to improved student outcomes (Memon et al., 2019).

Prioritizing school leadership development is essential to achieve SDG 4 and improving education outcomes. Bhutan, Pakistan, Bangladesh, and India have taken significant initiatives to improve school leadership and management, highlighting the importance of leadership development for quality and inclusive education. In addition to SDG 4, school leadership development also contributes to SDG 1 and SDG 8 by promoting economic growth and reducing poverty through improving the quality of education and equipping

students with the necessary skills for the workforce. The comprehensive approach of linking school leadership development to SDGs in education can contribute to achieving sustainable development by ensuring equitable and quality education for all (UNESCO, 2017).

School leadership development in Nepal

School leadership development not only contributes to achieving SDG 4 but also to other SDGs in Nepal. For instance, effective school leadership can enhance the quality of education, which is crucial for promoting economic growth and reducing poverty (SDG 1 and SDG 8) (UNESCO, 2017). School leaders who are equipped with the necessary skills and knowledge can create a conducive learning environment that fosters innovation and creativity among students. Additionally, school leadership can also contribute to SDG 5, promoting gender equality by ensuring that all students, irrespective of gender, have access to quality education and equal opportunities to learn and develop.

School leadership development can also support SDG 9, building resilient infrastructure and fostering innovation. By developing innovative teaching and learning practices, school leaders can ensure that students are equipped with the skills necessary to thrive in a rapidly changing world. Additionally, school leaders can also play a crucial role in building resilient educational infrastructure that can withstand and adapt to challenges such as natural disasters, pandemics, and other crises.

In brief, school leadership development in Nepal is not only vital for achieving SDG 4 but also for contributing to other SDGs. Therefore, prioritizing school leadership development can provide a comprehensive approach to achieving sustainable development in Nepal.

Endnote

Investing in effective school leadership development programs is crucial for policymakers and education authorities. Inadequate school leadership has been shown to have negative impacts on teacher performance, student outcomes, and overall education quality (Sapkota, 2017; Saha & Bagley, 2018; Memon et al., 2018). However, investing in these programs can lead to positive educational outcomes and contribute to achieving the United Nations' SDGs (UNESCO, 2021).

Positive impacts of school leadership development programs have been observed in Nepal, India, and Bangladesh. These programs have helped to develop effective leadership skills, enhance knowledge of educational issues, and promote collaboration among school stakeholders (Koirala, 2016; Mishra, 2017; Ahmed, 2019). School leadership development has also been linked to achieving SDG 4 on quality education, as well as other SDGs such as gender equality and reduced inequalities (UNESCO, 2021).

To advance the field of school leadership development, future research should conduct studies to evaluate the impact of programs on education outcomes and identify factors contributing to their success or failure. Comparative studies should be conducted to

compare programs across countries to identify best practices and strategies to be adopted in other contexts. Further research should explore the role of technology in school leadership development and invest in the professional development of school leaders, provide mentorship and coaching, and establish networks for knowledge sharing and collaboration. Policymakers and stakeholders must prioritize school leadership development and provide due resources to support these programs.

Future research should evaluate the effectiveness of school leadership development programs, compare them across countries to identify best practices, explore the role of technology in leadership development, and prioritize investment in the professional development of school leaders. The COVID-19 pandemic has accelerated the adoption of technology in education, making it crucial to incorporate online learning platforms and digital tools in school leadership development programs. Therefore, policymakers and stakeholders must prioritize school leadership development to promote a culture of continuous learning and improvement in education systems. The education system will benefit from sustained efforts from policymakers and stakeholders to ensure quality education for all.

Conclusion

School leadership development plays a critical role in improving education outcomes and achieving SDG 4. The initiatives taken by various countries, such as Bangladesh, Bhutan, India, Nepal, and Pakistan highlight the importance of prioritizing school leadership development to ensure inclusive and quality education for all. However, some challenges need to be addressed, including a lack of resources, inadequate training, and a shortage of qualified school leaders. Moreover, the COVID-19 pandemic has further emphasized the need for effective school leadership in managing crises and ensuring continuity of education. Therefore, there is a need for sustained efforts from policymakers and stakeholders to prioritize school leadership development and address the existing challenges.

It is imperative to recognize that school leadership development can also contribute to other SDGs, such as promoting economic growth and reducing poverty through improving education quality and equipping students with the necessary skills. Therefore, linking school leadership development to SDGs in education can provide a comprehensive approach to achieving sustainable development.

To sum up, prioritizing school leadership development can lead to positive impacts on education outcomes and sustainable development. To achieve this, stakeholders and policymakers must continue to invest in the development of school leaders, address the challenges faced, and link school leadership development to the broader SDG framework.

- Way forward

The future directions for school leadership development include ongoing support and training for school leaders, as well as evidence-based practices in leadership development programs (Harris & Muijs, 2005). Policymakers should prioritize investing in these programs to ensure sustainable improvements in education quality and student outcomes.

Research should also continue to focus on effective leadership practices and the impact of school leadership development programs in different contexts to inform future initiatives (Leithwood et al., 2020). This comparative analysis underscores the importance of effective school leadership development programs in achieving educational and developmental goals.

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