

Transformational Leadership Practices of Principals for Effective Schools in Guyana.

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ABSTRACT

All parties involved in the educational environment have recently given school leadership a great deal of attention. Research initiatives have been conducted by educational institutions all over the world to improve instructional efforts and strengthen leadership and leadership practices. This desk study addresses educational leadership challenges in Guyana's schools in light of the aforementioned. The study was inspired by the desire to enhance the performance of Guyana's schools, which encounter various challenges in delivering quality education. The topics under discussion are the principals' leadership styles and their effects on the school climate and the academic achievement of teachers and students. A qualitative approach was employed, analyzing existing data sources. The research identifies the many forms of educational leadership practices that fall short of their potential, preventing schools from completely executing their mission. The findings reveal that, while there is limited information on current leadership practices in Guyana's schools, transformational leadership practices are not widely used. Yet, existing research finds several essential transformational leadership traits that are critical for effective schools, such as inspiring and motivating staff, defining a vision for the school, and building a healthy school culture. Overall, the study contributes to the existing literature on transformational leadership practices and gives insights into how these practices can be adopted to increase the efficacy of Guyana's schools. The study underlines the importance of performing further research on current leadership techniques and using transformational leadership approaches to improve school performance. Policy and practice implications are highlighted since school leaders require more assistance and training to properly adopt these approaches. The study concludes that for schools to deliver cutting-edge, 21st-century education, effective school leadership must form the core of their educational practices.

Keywords: Transformational Leadership, School Leadership, Education Policies, Classroom Management, Stakeholders, School Environment, Principals, Teachers, Students, Education, and Academic Performance.

INTRODUCTION TO THE STUDY

This chapter briefly discusses the rationale for the study, and how it will benefit educational stakeholders. The chapter begins by discussing the importance of effective schools and the role of leadership in reaching this goal. It emphasizes the importance of transformational leadership, which has been shown to substantially influence school achievement. The chapter then presents an overview of the Guyana education system, covering the issues that schools face in the country. This backdrop aids in contextualizing the study and identifying the particular requirements of schools in Guyana. The study's research questions and objectives are then stated, which include assessing present leadership practices in Guyana's schools, defining important features of transformational leadership, and investigating how these practices might be adopted to increase their efficacy.

INTRODUCTION

By identifying how leadership practices affect school performance, this study project aims to close the communication gap among Guyana's educational stakeholders. For policymakers to gather knowledge and

coordinate their policies and help solve a social problem, the research also tries to offer them literature on best practices. 'Transformational leadership' has been one of the most widely used educational leadership ideas over the past 20 years, according to Berkovich (2016). The principal has a big impact on how well a school runs, and their leadership style has an impact on how well the school performs. People who employ the transformational leadership style are thought to be the most well-liked because they aim to engage, inspire, and influence their followers. Influence should take primacy over positional authority, according to the transformative leadership theory (White, 2022).

The importance of looking into how leadership practices affect education in Guyana was underlined. This was based on experience, a literature review, and informal conversations with stakeholders in the field of education. Persons in leadership roles in Guyana's schools require thorough training and continuing assistance if they are to successfully address bad leadership practices. Gorgen et al.'s (2022) looked at two key models of effective leadership. These two types of leadership are transformational and pedagogical/instructional. Tan et al. (2021) found that leadership techniques for increasing teacher capacity and incorporating external stakeholders were substantially related to student performance in addition to instructional management. This tendency prompted the researcher to investigate several leadership theories and their efficiency in three areas. These three factors include student academic performance, classroom management, and school climate.

STATEMENT OF THE PROBLEM

Education stakeholders and all other interested parties have placed a lot of emphasis on educational leadership over the past two decades. Any organization's effectiveness and success depend on its leadership. On the international agenda for education policy, the role of school leadership has grown in importance. It significantly affects teachers' motivations and skills as well as the classroom's culture and atmosphere, all of which contribute to better educational outcomes (Moorman et al., 2022).

Organizations cannot operate effectively without strong leadership. Mahlangu (2014) claims that some of the negative effects of poor leadership practices on teaching and learning in schools include dysfunctional schools, subpar teaching, and learning, staff negligence of duty, principal abuse of authority, a lack of resources, a lack of mutual trust, fear, unrestrained freedom, and unacceptable behavior.

Despite a rise in leadership research initiatives, very few studies have produced the in-depth explanations and theoretical concepts necessary for comprehending what Transformational Leadership entails. Poor leadership techniques have an impact on both teachers and students in Guyana's educational system. Teachers are frequently excluded from decision-making processes, have low or no motivation, have poor social relationships with one another, and have few possibilities to improve their education, all of which negatively impact how children perform.

To evaluate and analyze this phenomenon, I examined information on government policies, programs, and plans put in place to improve school leadership, the learning environment, and academic performance. I examined and synthesized information gathered from researchers such as Brolund, (2022), Gorgen, Sammons, & Day, (2022), Novlette & Morgan, (2015), Taufik, & Istiarsono, (2020), Tan, Dimmock, & Walker, (2021), and Moorman, Pont, & Nusche, (2022).

Although there have been some good adjustments made to Guyana's educational system over the past ten years, leadership and classroom management approaches have remained unchanged and have been linked to student underperformance. Making a research study on this subject is crucial because, if this issue is not resolved, children in Guyana and throughout the world will continue to be disenfranchised.

BACKGROUND TO THE STUDY

In Guyana, there are concerns regarding the influence of school leadership practices on academic performance especially at the secondary level. Although Guyana's national education performance has been

very poor for a very long time as a result of poor leadership, it has received no attention in the last 22 years. Even though hundreds of millions of dollars were spent on transformation initiatives since 2010, which have had a marginal influence on national education outcomes, the recurrent budget has only been able to preserve the status quo (Rose & Singh, 2013).

Indeed, some schools perform well and have gained the reputation of being "good schools", but there are many others that have poor leadership, inadequate intervention programs, and marginalized students. These students may have lost their way for various reasons, but we owe it to them to provide them with the opportunity to become useful citizens.

School leadership is a cross-cutting problem that cannot be overstated in our pursuit of better educational outcomes. For some years, the Ministry of Education, the Teaching Service Commission (TSC), and other education stakeholders have been concerned about the quality of school leadership in Guyana but not enough is being done to address this issue. It is a complex and challenging issue and there may be factors that contribute to the lack of action such as lack of resources, the complexity of the issue, resistance to change, or lack of political will.

Effective leadership is frequently seen as one of the key factors defining successful schools. According to some research, effective teachers have a greater impact on student's progress than competent school leadership. However, school administrators are the ones who create high standards, provide clear directions, and cultivate talent in their institutions to completely support teaching and learning.

PURPOSE OF THE STUDY

The purpose of this qualitative, desk research was to determine whether school leadership practices (i.e., those of principals) influence classroom management, school environment, and academic performance at the secondary school level in Guyana. Guyana's education system suffers from a lack of administration and leadership. This lack of vision breeds mistrusts among its Government and ministers, which filters down to school principals and, eventually, teachers (Suseran, 2015).

There is currently no system in place to recognize and reward leadership performance in Guyana. Likewise, there is no system of accountability for underperformance. As a result, this research may be used to guide the implementation of new performance appraisal systems to effectively re-evaluate all relevant structures to bring the system more in line with contemporary leadership techniques targeted at improving output.

OBJECTIVES OF THE STUDY

The researcher has the opinion that all parties involved with schools should work to achieve a common goal. In light of this, the objectives of the study are as follows:

1. To explore the effects of principals' leadership style on teachers' performance.
2. To analyze the impact of school leadership styles on students' academic achievement.
3. To identify effective strategies and ways for involving secondary school teachers in curriculum decision-making in Guyana.
4. To provide stakeholders with the best literature on transformative leadership for schools in the twenty-first century.

RESEARCH QUESTIONS

It is often observed that principals in Guyanese schools struggle to work effectively with the staff as a team. A probable cause of this issue is the demanding workload they carry daily. The research aimed to find out how school leadership, as practiced by administrators in Guyanese schools, contributes to teachers' and students' performance. Secondary data were analyzed to answer the following three research questions:

- What measures should be put in place to motivate secondary school teachers in Guyana to proactively address students' classroom issues?
- What strategies should be implemented by principals in Guyana to promote exceptional performance and academic accomplishments, as well as creativity, among students in secondary schools?
- To what extent do principals of secondary schools in Guyana engage teachers in decision-making concerning curriculum practices? What additional strategies or approaches could be implemented to involve them in the process?

SIGNIFICANCE OF THE STUDY

Concerns have been raised regarding school leadership practices on academic performance, particularly in light of the learning loss caused by the Covid-19 pandemic. Many studies on student performance have concentrated solely on teachers' classroom practices, ignoring the possible effect of school leadership. Novlette and Morgan (2015) reported that school leadership and management are primary factors leading to students' academic underperformance. Brolund, (2022) also posits that principals, who are instructional leaders influence student learning by supporting teachers and motivating them to continually improve their teaching practice.

It is intended that the findings of this study would be useful to several individuals, particularly principals since the literature could be utilized to improve their professional practice. Relevant and detailed information may be provided for policymakers in the Ministry of Education to re-examine the Continuous Professional Development Policy to ensure that it speaks to education leadership as a distinct area of focus. Programs must be developed to address the key expectations for the tenure of current Heads, together with a suitable incentive system to motivate excellence in this respect. Last but not the least, the literature review of the study may be useful to other researchers who are interested in conducting similar research in this field.

SUMMARY

This chapter sets the tone for the remainder of the dissertation by providing a clear introduction to the topic and describing the research questions and objectives that will be utilized to investigate transformational leadership strategies for effective schools in Guyana. The chapter emphasized the importance of transformational leadership in particular since it has been shown to have a major influence on school achievement.

LITERATURE REVIEW

INTRODUCTION

This chapter sets out to review existing literature on transformational leadership practices. These are organized along the following subheads: theoretical framework, conceptual framework, review of related empirical work, and a summary of the review. The study explored empirical research within Guyana to give a more accurate picture of the topic. The academic performance of students is indirectly affected in cases of bad leadership or poorly translated leadership values, therefore concerns are shown on the importance of transformational leadership and the need for inclusiveness of teachers in major decision-making processes since they have direct interaction with the students who bear the effects of enacted policies. The researcher identified a knowledge gap and highlighted the many ways a principal should apply transformational leadership to maximize the overall performance of schools.

THEORETICAL FRAMEWORK

This section reviews the concept of transformational leadership theory. Transformational leadership is known as a type of leadership theory in which the leader works with people who understand the common goal and makes a vision through inspiration and implements changes with a group of highly committed

followers. Transformational leadership is the new shift as it focuses on charismatic and effective leadership elements (PSU WC, 2020). This has evolved the concept of leadership as it gears very much towards inclusiveness in the leadership space to enable efficiency and effective translation of rules and regulations.

James V. Downton pioneered transformational leadership in 1973. He was the one who initially used the term. James Burns later added to this in 1978. Burns, a leadership expert, and biographer suggested that team members could only be inspired to follow a leader if they have a strong vision and personality. A few years later, Bass (1990) reaffirmed the notion. It is now known as "Bass's Transformational Leadership Theory". Bass went on to discuss methods for evaluating the effectiveness of transformational leadership as well as the idea that leaders should exhibit an authentic and focused passion to inspire the other team members to follow suit.

The framework for this study is laid by Bass's idea of transformational leadership, which encourages positive changes in those led and is invested in the success of every single participant in the process. Energy, passion, and drive are abundant in transformational leaders. That these traits can make or break an organization. In Guyana, school administrators place a greater emphasis on completing records and issuing directives than they do on proactively involving everyone to obtain the best results. Most people ignore the time and effort required to truly understand and apply any leadership style, much less one as powerful and dynamic as transformational leadership.

THE CONCEPTUAL FRAMEWORK

This section reviews the concept of transformational leadership factors which are as follows: Idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized Consideration. Their strengths and weaknesses were emphasized so that stakeholders, particularly school leaders, would be aware of potential benefits and shortfalls.



Figure 1: Components of Transformational Leadership (Alkhaja & Miniano, 2019).

Bass proposed the "four I's" (i.e., idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) as the fundamental components of transformational leadership, Ugochukwu, (2021). Each of these four elements contributes to the leadership style and aids in improving and increasing the productivity of the followers. Additionally, these elements work together to support transformational leaders in changing the path of their followers, Nickerson, (2021).

IDEALIZED INFLUENCE

According to Breaux, (2010), "Idealized influence" refers to transformational leaders who act in ways that make them role models for their followers. These leaders are looked up to, respected, and trusted. Followers

identify with leaders and aspire to be like them. A principal who is an exemplary role model for teachers can be trusted and respected by teachers to make good decisions for the school. They bring about law and order within the school system. This is good as it helps to maintain integrity and trust between the principal and teachers in the workplace.

One downside of 'idealized influence' is that it may cause followers to blindly follow the leader without questioning their decisions or actions. The apparent charisma and infallibility of the leader may foster an environment in which constructive criticism is discouraged, leading to groupthink and a lack of creativity or diversity of viewpoints. Furthermore, if the leader's ideals or actions are conflicting with their public image, followers may lose confidence and credibility.

INSPIRATIONAL MOTIVATION

This describes principals who motivate teachers to commit to a similar vision of driving effective and positive change for the betterment of the students. Principals with inspirational motivation encourage teamwork to reach a common goal of strengthening teachers and translating students' performance.

This helps to encourage professional development amongst teachers as they have a principal worthy of emulation. In the presence of constant motivation, productivity will be at an all-time high. This also brings about an easy transition. The downside of this, however, is the reluctance or bad attitude to work in the absence of motivation. Nickerson, (2021) posits that, while transformational leadership is incredibly powerful, some team members will not respond favorably to it. Leaders must adapt their efforts as needed to achieve their objectives.

INTELLECTUAL STIMULATION

Transformational leaders intellectually promote their followers' attempts to be inventive and creative by questioning assumptions, reframing problems, and tackling old situations in new ways. Furthermore, innovation is praised, and individuals who make mistakes are not publicly criticized; Breaux, (2010).

The principal who encourages innovation and creativity by challenging the status quo or pre-existing rules and regulations of the school system possesses one of the four qualities of a transformational leader. Principals with intellectual stimulation promote critical thinking and problem-solving to devise better means to handle students' unique problems. This practice assists in increasing staff performance and developing innovative strategies to deal with the numerous situations that teachers encounter daily. It also helps to increase the ability to communicate new ideas that will help move the school forward. It gives room for inclusiveness in the leadership space. The downside is that these innovative ideas may not always yield the desired results.

INDIVIDUALIZED CONSIDERATIONS

Individual consideration, according to Ugochukwu, (2021), is the extent to which a leader attends to the personal requirements of each follower. Transformational leadership motivates people by emphasizing how each individual contributes to the broader objective.

This entails knowing and appreciating individual members' motives, interests, and requirements. Leaders provide opportunities for tailored training after recognizing the motivation behind the individual's drive. This allows team members to grow and learn in a setting where they feel at ease.

The main idea behind individualized considerations is for the principal to collect feedback and then make it a routine of the school; Nagy & Axner, (n.d). This could include staff meetings to obtain information regularly (for example, monthly), which are subsequently augmented with more informal feedback collected daily. The ability to learn what teachers think and need is based on trust, which is a major principle here.

On the other hand, in many instances, teachers are afraid that if they speak up, they will be criticized, yelled at, or fired. They fear that there is no real possibility that informing the leader of their needs would result in some benefit.

REVIEW OF RELATED EMPIRICAL WORK

This section focuses on some of the important research works in Guyana. The researcher identified the contribution and the research gap of the reviewed literature. Furthermore, the section gives a summary at the end to aid a clear understanding of the concepts perfectly.

MOTIVATING SECONDARY SCHOOL TEACHERS TO PROACTIVELY ADDRESS STUDENTS' CLASSROOM ISSUES.

The roles of teachers exceed imparting knowledge and the traditional curriculum outcomes to their students. The need for teachers to be able to tackle the unique problems of their students cannot be overstated. However, are the teachers in Guyana allowed to take the initiative in resolving the unique classroom issues? The extent to which teachers are allowed to take the initiative in addressing classroom issues is determined by policies and guidelines established by the Ministry of Education. That being said, there are restrictions to what teachers may do on their own since there are specific protocols that must be followed to handle certain situations.

Some of the key policies that influence how the education system manages the teaching force include setting clear guidelines for teachers, having strong leaders to guide teachers, monitoring teaching and learning, and motivating teachers to perform (World Bank, 2012). In Guyana, the Ministry of Education has set out clear guidelines for the roles and responsibilities of both teachers and learners thus, limiting avenues for interventions. Additionally, there is specific coursework that principals must complete but they may be lacking practical training. As it relates to monitoring, students' performance is monitored through national assessments such as CSEC while teachers participate in four performance evaluations annually by principals.

While the main focus of this study is on transformational leaders, principals who implement instructional management style also help to improve teachers' instruction and ability to solve problems and unique challenges in the classroom (OECD, 2009). This will help in improving the effectiveness of the day-to-day students' activities. We must keep in mind that teachers have firsthand knowledge of the student's strengths and weaknesses, thus they are best placed to match what policies will suit them.

STRATEGIES TO PROMOTE EXCEPTIONAL PERFORMANCE AND CREATIVITY, AMONG STUDENTS IN SECONDARY SCHOOLS.

Amongst various roles such as ensuring educational strategies are in place that support effective learning for students, the principal places a key role in the delivery of quality instructions, serving as a facilitator, and guide of quality instructional practices. When the principal involves teachers in decision-making, it opens avenues for teachers to participate in the process of determining activities outside the classroom such as the selection of relevant textbooks, curriculum planning, program planning, student placements, and personal deployment (Yao, 2014). Increased teachers' involvement in school decision-making is considered important for improving the quality of decisions, as those close to the students can significantly contribute towards providing high-quality service to them and the school community at large (Bauer, 1992; Perry et al, 1994; and, Somech, 2010).

In Guyana, teachers are required to take part in continuous professional development for 180 hours over the course of five years (World Bank, 2012). However, you would find that in many schools, teachers are engaged in at most three sessions of CPD within an academic year. The existing policies do not support the most effective forms of professional growth because there is a lack of monitoring and evaluation of the policies stipulated.

ENGAGING TEACHERS IN DECISION-MAKING CONCERNING CURRICULUM PRACTICES.

Transformational leaders are often measured by collaborative culture in the school environment. According to (Bolthouse, 2013), high school principals who foster effective collaboration among their staff elevate the level of their student's learning. This happens because their staff would support the principals in molding students to achieve the school's objective. Fisher, (2019) opined that in building collaborative cultures, a principal must provide a suitable environment for the optimum achievement of school goals and objectives.

Creativity helps make big with the little available, so encouraging excellence and creativity will help increase efficiency within the school and motivate others to tap into their inner self and challenge their personalities. Teachers' assistance in curricular practice is essential because of their extensive knowledge of students' capabilities. They can help lead the principal on the path that compliments students' strengths.

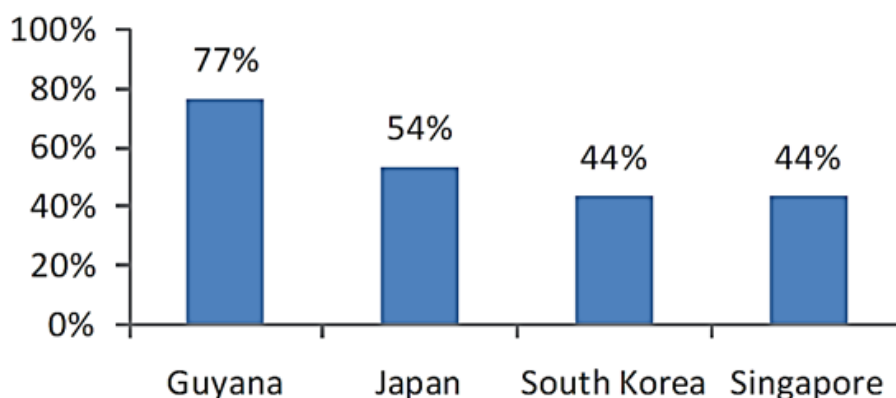


Figure 1: Official Time Spent Teaching

Source: SABER- Teacher Data (2012)

Guyana's policies limit time spent outside of the classroom. Officially, 77% of working time is dedicated to teaching, 15% to lesson preparation, and the remaining to administrative and extracurricular tasks. As compared to the other countries identified in the chart above, teachers in Guyana do not get opportunities to design the curriculum or attend to pressing issues outside the classroom.

CHALLENGES FACED BY PRINCIPALS IN TRANSFORMATIONAL LEADERSHIP IN ENHANCING TEACHERS' PERFORMANCE.

Cherkowski et al. (2015) conducted a study on the principal ethical decision-making process to identify the most significant issues encountered by principals as a result of unethical behavior by teachers. Some of the prevalent behaviors found were; staff complaining about each other or making unprofessional comments about students or parents, gossip amongst staff, misuse of sick days, and teachers failing to deal with conflicts professionally. This ruins teamwork amongst staff and ruins trust within the school community. Failure to resolve issues with the principal peacefully may result in a gang-up among the teachers against the principal. Moreover, a reluctance to collaborate with the principal on certain issues that benefit teachers might have an impact on the overall productivity of the school. In Guyana's schools, there is a lack of interpersonal cooperation between principals and teachers. There is a loss of enthusiasm to work majorly after the pandemic among all parties (principals, teachers, students).

SUMMARY OF THE REVIEW

The empirical studies review focused on the influence of transformational leadership on effective schools in Guyana. The literature shows that the principal has a direct influence on the policies and teachers'

performance and indirect performance on the students. The current study focused on transformational leadership and its influence on the teachers' performance as it affects the outcome of the effectiveness of the schools in Guyana. The performance of the teachers has a direct effect on the performance of students since they have a direct impact on the students.

This review highlighted some of the challenges principals encounter which include negative attitudes from teachers, inability to settle amicably interpersonal conflicts, and thereby rubbing off the aggression in the form of resistance. It also touches on the various factors of transformational leadership and its various strengths and weaknesses. The study employed informal interviews, guides, and internet findings. This aided in a triangulation for the validity of the information given.

METHODOLOGY

INTRODUCTION

Additional research is required to gain a comprehensive understanding of how effective transformational leadership can foster students' academic development. Therefore, this study investigated the impact of school leadership practices on the academic performance of schools in Guyana. The study also intended to give policymakers literature on best practices so they may gain knowledge, coordinate their policies, and help solve a social issue. The analysis of evidence may also inform best practices for principals of low-performing schools.

This chapter outlines the research design and rationale, methodology, population, sampling procedures, instrumentation, data collection, and analysis. Additionally, it addresses potential obstacles to the study, as well as validity, reliability, and ethical procedures.

RESEARCH QUESTIONS

The purpose of this study was to determine how school leadership, as practiced by administrators in Guyanese schools, influence the performance of students and teachers. After careful analysis of this situation, I divided the problem into the following research questions and used this study to analyze each of them:

RQ1: What measures should be put in place to motivate secondary school teachers in Guyana to proactively address students' classroom issues?

RQ2: What strategies should be implemented by principals in Guyana to promote exceptional performance and academic accomplishments, as well as creativity, among students in secondary schools?

RQ3: To what extent do principals of secondary schools in Guyana engage teachers in decision-making concerning curriculum practices? What additional strategies or approaches could be implemented to involve them in the process?

Using secondary data sources was necessary for the study's educational scope. These sources were in the form of published literature found primarily by searching online libraries like ProQuest and Google Scholar, and education policy documents in Guyana. Despite studies showing no evident gains in student achievement, the connection between transformational leadership and academic achievement in urban secondary schools has not been thoroughly researched. My observation as a teacher in the education system prompted this research. I realized that (1) classroom management in secondary schools, (2) principal and teacher effectiveness, and (3) the policies governing curriculum practices, require further research.

Traditionally, principals would instruct teachers to complete assigned duties and expect compliance. A transformative leader, however, pushes team members to be innovative. And this is what is lacking in many

schools nowadays because leaders no do not recognize the changing times that require them to adjust their leadership practices to function effectively in the 21st-century workplace.

RESEARCH METHODOLOGY

The nature of this study is qualitative and relies on secondary data as its foundation due to the following reasons:

1. **Time and resources:** Gathering primary data is both time-consuming and expensive. It may involve creating and distributing surveys, conducting interviews, or collecting observational data. However, secondary data, which may save time and money, is information that has already been gathered by other researchers or organizations.
2. **Data quality:** Secondary data is generally of greater quality than primary data. This is because secondary data is published by organizations that would've assessed the credibility. Furthermore, secondary data sets are larger and more representative than if I were to collect data. The sample size would've been small, limiting generalizability.
3. **Ethical considerations:** Obtaining primary data may pose ethical concerns, especially if the study involves vulnerable or marginalized communities. Thus, I was able to avoid some of the ethical concerns by using secondary data.
4. **Analytical opportunities:** Dealing with secondary data allowed me to explore different research questions that primary data would not have permitted. Moreover, I was able to do comparative analyses across different contexts.

It should be noted that secondary data also depends on the research questions, the research context, and the resources available. Thus, it was most appropriate for this research project.

Data were gathered in the form of publications and articles by searching databases on the topic, "Transformational Leadership Practices of Principals for Effective Schools in Guyana," using Bass's theory of transformational leadership approach, and then developed theories inductively. To answer each research question, I reviewed literature that allowed me to analyze information on multiple models, methods, and styles of leadership. These essentially offer guidance on the results of the study.

With the guidance of Bass's theory, I was also able to make specific observations about any patterns from the data assimilated. Bass's theory was chosen as the framework for this study because he provided a modern concept of how principals may employ different techniques in their leadership styles to influence their subordinates (Muller & Arnold, 2022). Together with the findings of this study, I also formulated questions of interest for future research.

RESEARCH DESIGN

The grounded theory approach was used to answer the research questions. According to Delves, (2021); this approach enables a researcher to "study a particular phenomenon or process and discover new theories that are based on the collection and analysis of real-world data." This method allowed me to properly analyze the context of the research problem before conducting further research. Moreover, the organization of data into patterns and themes supports the key findings of this study and made it easy to interpret the results.

The findings are closely related to the data since the outcomes of a grounded theory are mostly reliant on evidence that has been gathered. On the other hand, other research approaches rely more heavily on outside study frameworks or concepts that are farther from the fact. For instance, unlike quantitative research design which uses statistical analysis, the grounded theory uses comparative analysis. This method is inherently flexible and data is systematically obtained.

The grounded theory helped to ensure that my analysis was data-driven and not influenced by preconceived notions or assumptions. Over time, I was able to refine and expand my thoughts through a constant process of comparison and iteration. Ultimately, the grounded theory assisted in identifying gaps in the current literature and the generation of new insights and theories.

Overall, using grounded theory as a research methodology in this study provided a rigorous and methodical approach to data analysis, assisting in the generating of new perceptions based on the data.

POPULATION AND SAMPLE SELECTION

According to Bhandari's (2022) definition, a population refers to the complete set of individuals or objects that one intends to make inferences about, while a sample is a particular subset of that population from which data is gathered. However, since the instructional scope of the study prohibited the use of primary research, the study was confined to secondary data sources, resulting in this study not concentrating on a specific population or sample. In the context of this study, population, and sampling were interpreted as the intentional use of keywords or themes to search published literature from reliable online libraries.

Throughout the process of this research, and in keeping with the title of the project, I was constantly thinking about the schools in Guyana and how this study can be a force for good within the current education system. Had this study been primary research, the population would've encompassed all secondary schools in Guyana characterized by inadequate leadership practices, while the study sample might have been the schools situated in Region # 3, i.e. Essequibo Islands-West Demerara. Nevertheless, the study was explored in a Guyanese context to shed light on the current leadership practices compared to transformational leadership practices for effective schools.

Having the ability to reach literature through institutional online libraries and open internet sources implies permission to use these materials and appropriately reference them using the Concise Guide to APA Style, Seventh Edition, which is based on the American Psychological Association's Publication Manual, Seventh Edition. This study did not take into account research participation requirements or the geographic characteristics of the population. However, from a sampling perspective, schools in Guyana were taken into consideration in this study.

INSTRUMENTATION (SOURCES OF DATA)

The educational objective of the study limited the use of primary research methodologies such as questionnaires, interviews, and observations. As a result, the study was confined to using secondary data sources. The assessment of existing literature and analysis of official public documents, on the other hand, had a substantial influence on the research issues under study.

To gather secondary data, I examined information on government policies, programs, and plans put in place to improve school leadership, the working environment of teachers, and the learning environment of students. I examined and synthesized information gathered from researchers such as Brolund, (2022); Gorgen, Sammons, & Day, (2022); Novlette, & Morgan, (2015); Taufik, & Istiarsono, (2020); Tan, Dimmock, & Walker, (2021); Moorman, Pont, & Nusche, (2022).

Due to a dearth of empirical literature particular to the Guyana context, findings were drawn from international and Caribbean literature on transformational leadership practices. The preference in the above search parameters was full-text peer-reviewed journal articles published at most, five (5) years ago. After locating suitable sources, they were evaluated to determine their relevance, validity, and reliability. To evaluate the source's quality, I examined factors such as author credentials, publication date, and the source's reputation. Following that, I chose the ones that are most relevant and credible for my study. I also looked into a wide number of sources to ensure I had a range of perspectives.

Lastly, I organized the sources so that I could examine them easily and effectively. I was continually assessing and revising my sources to ensure they supported the research objectives because qualitative desk research is an ongoing process.

VALIDITY

The term validity refers to how well the study's measuring instruments meet the requirement to measure what it intends to measure (Rose & Johnson, 2020). A researcher's poor memory can have an impact on the study's validity so I've been documenting important points throughout the process to avoid this situation as much as possible. I compiled an annotated bibliography from journals and publications during my research and turned it into valuable evidence. Proper referencing assisted in avoiding plagiarism and demonstrating the legitimacy of my work by demonstrating that my views are supported by evidence and research from credible sources. I also presented the findings so that readers may verify if I appropriately interpreted their papers. Furthermore, the validity of the result was examined by my colleagues, who provided valuable feedback.

RELIABILITY

Olabode and Bakare defined reliability as the "consistency, ability, and repeatability of outcomes" (2020). Thus, a researcher's result is said to be trustworthy if it consistently holds under many conditions. The fact that secondary data sources are unregulated and vulnerable to personal bias makes them less accurate and reliable than primary data. They are, however, usually primary data that becomes secondary when employed by a third party.

In conducting this research, I consulted previous works done in the field of leadership and added findings to the literature reviewed. Definitions and theorems used are secondary data employed in this study and were referenced and cited accordingly. The reliability of the sources used can determine the credibility of my study, thus I made certain that I chose legitimate sources of information and that the materials used were relevant and accurate.

Moreover, the triangulation approach was employed, which entailed using different sources of data to boost the research's reliability and validity. As a result, diverse sources, such as academic literature, reports, and journals, were used to validate the findings.

In addition, I made certain that the study was well-documented so that it could be easily reviewed and replicated by others. The research methodology, sources, and findings are all clearly described in this report.

The time spent assimilating secondary data was exhausting since I had to verify the data collected from the sources. However, careful examination of the phenomena was taken into account which eventually yield a theory.

Generally, qualitative desk research can be reliable if researchers utilize a rigorous and methodical strategy, use trusted sources, remain impartial, use triangulation, accurately document the study, and apply suitable analysis techniques.

DATA COLLECTION AND MANAGEMENT

Secondary data collection is the process of gathering information that is already publicly available. The data had already been gathered, and the proper statistical analysis had been done. Usually, this data was acquired from sources and made available to the general public.

Initially, I established the research questions that needed to be answered, which assisted in narrowing the search and focusing on relevant information. I then looked for sources of pertinent data. Academic journals, books, government reports, and other related publications were examples. Following that, I screened and

chose the most pertinent ones. This entailed reviewing the abstracts or summaries of each source to see if it was related to the research question.

To increase the overall effectiveness of this research, existing data was compiled and summarized. The data extraction procedure began after relevant sources were found. Reading through the selected sources and obtaining pertinent data or information that can answer the research questions was required. The information gathered was then organized and managed to make analysis easier.

It is worth noting that all research was done using the Internet. With just a click of a button, it was possible to access readily available data, making the Internet one of the best sources for secondary data collection. However, as I previously mentioned, more time was spent looking for authentic and reliable sources of information. To achieve the objectives set out at the beginning of this study, the researcher compiled information in a tabular form of three columns, one for each objective/research question. A total of seven (7) weeks were spent researching and collecting information.

The last phase in data gathering and management was to evaluate and synthesize the information to answer the research questions. This entailed looking for patterns, themes, and trends in the data and developing conclusions based on the results. The analysis procedure is explained in detail in the next section.

DATA ANALYSIS PROCEDURES

Data was collected as per each research question and were analyzed systematically. Firstly, the data were organized into themes. This was done manually using a chart on a separate Word document. I then used a color coding system to highlight specific sections of the data that relate to a particular theme. Once the data were coded, I began looking for patterns, connections, and relationships among the codes. Lastly, based on the analysis, I interpreted the data by drawing conclusions and inferences. This entailed formulating a theory, suggesting areas for further investigation, and making suggestions based on the results.

Different leadership styles (particularly transformational leadership) that have proven to be effective and relevant in the 21st- century were compared to traditional styles of leadership. I described in detail how principals can improve their leadership practices in Bass's four dimensions of transformational leadership. In addition, policies governing the roles of principals and how these can be improved were also analyzed using international as well as local sources.

ETHICAL CONSIDERATIONS

One needs to be aware of the ethical implications involved in qualitative secondary data research and to perform such a study responsibly and respectfully. Thus, I made certain that my study was in keeping with the ethical guidelines of UNICAF University.

Before this research, a proposal was developed and submitted for approval. Data collected were stored on a Word document and saved in Google Drive should anything go wrong with my computer. There is no doubt that the storage of information was safe and was only used for this research.

Moreover, all sources of data were cited and referenced accordingly so that the authors are accredited for their work. This included being open about where the data came from and ensuring that any published works appropriately represent the contributions of the original researchers.

LIMITATIONS AND DELIMITATIONS

Some of the limitations encountered during this study include:

1. The primary source of information was beyond my control. The success of this study was highly dependent on the quality of the primary research previously conducted and incorporated.

2. The secondary data was not always reliable or accurate since the majority of the primary research was obtained for a different purpose than the current study. Some of the data were outdated, or the original data collecting procedures were insufficiently thorough.
3. The original data collection method might have been impacted by researchers' bias or carried out with a specific goal or purpose in mind. This can also affect the validity and reliability of secondary data.
4. Grounded Theory is a labor-intensive and challenging method to carry out. Additionally, there are no established guidelines for category identification, and the grounded theory's presentation of research findings is also not straightforward.
5. In Guyana, very little research is done in the area of leadership and management. Some of the secondary sources were limited in scope and did not address the specific research questions or objectives of the current study.

Some of the delimitations encountered during this study include:

1. Access constraints, copyright rules, or data ownership issues hampered the use of some secondary data.
2. Secondary data were not always related to the current study's research questions or aims. Thus, identifying appropriate data sources took more time and resources.
3. Because secondary data were acquired from a specific sample or context, they could not always be used to generalize to the greater population.
4. In some cases, secondary data were incompatible with my research methods or analytical procedures, limiting their usefulness for the study.

While secondary data research offers various advantages, it also has limitations and drawbacks that I had to consider when employing this approach. Yet, careful preparation and thoughtful analysis enabled me to overcome these obstacles and effectively employ secondary data in this study.

SUMMARY

Chapter 3 gave descriptions of the methodology, research questions, research design, target population, and sample, as well as the steps taken to assure validity and reliability and the methods for gathering data.

The chapter opened with a justification for the use of secondary data research, describing the reasons for using existing qualitative data sources, such as published articles, reports, and case studies, rather than gathering fresh data. I also discussed the criteria for selecting secondary data sources and how I verified the data's quality and reliability.

The data analysis technique, which included a thematic analysis approach to discover patterns and themes connected to transformational leadership practices in Guyana schools, was then described in detail. After this, I detailed the data analysis methodology employed, i.e. manual coding, and offered examples of how data was organized and interpreted. Chapter 4 of my research contains the findings.

DATA ANALYSIS AND RESULTS

INTRODUCTION

This dissertation intended to explore how principals in Guyana may engage in transformational leadership practices and how these practices can contribute to effective schools. The study drew its findings from existing literature which elucidates the subject and specifically with a concentration on schools in Guyana. The findings provide insights into the leadership practices that are most effective in the Guyanese context and can inform efforts to improve school leadership and education outcomes in the country.

The findings chapter of this dissertation presents the results of the analysis of the data collected. The chapter is organized into several sections, each of which focuses on a different aspect of the research questions. The

chapter begins with an overview of the sample and the data collection process. This is followed by an analysis of the transformational leadership practices observed in the sample, including a discussion of the extent to which principals engage in these practices and the factors that facilitate or hinder their implementation.

The chapter then provides results and answers to the research questions. This includes an analysis of the impact of transformational leadership on student outcomes, teacher motivation, and school culture. The chapter concludes with a discussion of the implications of the findings for school leadership in Guyana and recommendations for future research.

Overall, the findings chapter of this dissertation provides a detailed and nuanced analysis of the transformational leadership practices of principals in Guyana and their impact on effective schools. Thus, contributing to the broader literature on school leadership and providing valuable insights for policymakers, practitioners, and researchers working to improve education outcomes in Guyana and other similar contexts.

RESEARCH QUESTIONS

The following are the questions that the study seeks to answer:

RQ1: What measures should be put in place to motivate secondary school teachers in Guyana to proactively address students' classroom issues?

RQ2: What strategies should be implemented by principals in Guyana to promote exceptional performance and academic accomplishments, as well as creativity, among students in secondary schools?

RQ3: To what extent do principals of secondary schools in Guyana engage teachers in decision-making concerning curriculum practices? What additional strategies or approaches could be implemented to involve them in the process?

FINDINGS

The findings presented in this chapter provide insights into the leadership practices that are most effective in the Guyanese context and can inform efforts to improve school leadership and education outcomes in the country.

IDEALIZED INFLUENCE OF SCHOOL LEADERS IN GUYANESE SCHOOLS

The idealized impact of school leaders translates to school effectiveness and educational performance. School leaders' idealized effect is how much they inspire their followers through their actions and behavior (Bass, 1998). This section examines Guyana's school leaders' idealized impact through various leadership models, strategies, and styles.

Transformational leadership values charismatic and inspiring leadership (Bass and Riggio, 2006). To become transformational leaders, principals in Guyana's schools should engage their followers by creating a common vision of the school's future and demonstrating the actions they wish to see. To set an example for employees and students, a timely and professional administrator may come early and dress properly (Saputra, 2020).

Servant leadership stresses helping others. Servant leaders focus on their followers and foster a supportive school atmosphere. A principal may listen to staff and student complaints and work with them to solve issues (Anderson, 2018).

School leaders in Guyana employ a range of leadership techniques to show their devotion to their followers (Balwant, 2016). Leaders may use stories to motivate and share ideals. Humor may help establish rapport and a healthy school atmosphere.

Finally, Guyana's school leaders should make efforts to adapt to their followers' requirements. When a job needs swift and immediate action, it may utilize a directive leadership style (Youngbull, 2021). School leaders may inspire and encourage their followers to attain their objectives and improve school performance by adopting various leadership styles.

To sum up, idealized influence can be translated through multiple leadership concepts, approaches, and styles. School leaders in Guyana may establish a healthy and successful school culture by becoming role models, encouraging their followers, and tailoring their leadership styles to their followers.

INSPIRATIONAL MOTIVATION OF SCHOOL LEADERS IN GUYANESE SCHOOLS

Transformational leadership, which stresses the necessity of inspiring and encouraging followers to accomplish their objectives, depends heavily on inspirational motivation. Here, I share what I found about the awe-inspiring inspiration of Guyanese school administrators.

As a whole, the results imply that there is a spectrum of inspiring motivational practices among school leaders in Guyana (Ncerdleaders, 2009; Hudson, 2013). Some leaders are excellent at energizing and enthusing their teams, and some struggle to instill a sense of common goal and direction in their employees and students.

One major takeaway is that inspiring motivation on the part of school leaders in Guyana is associated with a more favorable school climate and improved student achievement (Livingstone, 2019). These leaders inspire and drive their teams in several ways, such as having high standards for academic performance, recognizing and rewarding accomplishments, and offering access to professional development resources.

The results, however, also imply that there are obstacles to efficiently inspiring motivation in Guyanese classrooms (Sam, 2017). The lack of resources and support for school leaders is one obstacle that makes it harder to establish an inspiring and motivating school climate. Some school administrators may also be unprepared to inspire and encourage their teams because of a lack of experience or training in this area.

Even with these challenges, the results imply there are avenues to boost Guyanese school leaders' inspiring motivation (Beepat, 2013). When school leaders are given opportunities to learn and grow, they may better inspire and encourage their followers. Furthermore, the success of school leadership may be enhanced by encouraging the sharing of best practices by fostering a culture of cooperation and support among school administrators.

In closing, research on the inspiring motivation of Guyanese school principals suggests that there is a wide range in this vital component of transformative leadership. There are challenges to inspiring teachers, but there are also ways to strengthen school leadership through professional development for administrators and a more cooperative environment.

INTELLECTUAL STIMULATION OF SCHOOL LEADERS IN GUYANESE SCHOOLS

One of the hallmarks of transformative leadership is providing their followers with opportunities to use their own critical and creative faculties. Here, I provide the results of a literature review on the topic of how Guyanese schools might better stimulate their school administrators' minds.

Importantly, this research found that intellectual stimulation is a vital component of successful school leadership in Guyana. Leaders in educational institutions are more likely to foster academic success and foster a spirit of innovation and creativity if they are constantly challenging their minds (Ezenne, 2009). Educators may be encouraged to try something new in the classroom or to participate in professional development opportunities by the school administration (Miller, 2013).

However, there are obstacles to adequate intellectual stimulation in Guyanese classrooms, according to the research. One obstacle is that school administrators may not have the resources or support they need to

deliver intellectually stimulating activities for their students (Semper, 2014). Some school administrators may also be unprepared to properly encourage their students to think critically and creatively due to a lack of training or experience in this area (Semper, 2014).

Despite these obstacles, research reveals there are avenues to increase intellectual stimulation for Guyanese school administrators. In schools, for instance, leaders might acquire the know-how to intellectually challenge their followers by participating in leadership development programs (Miller, 2016). Moreover, the success of school leadership may be enhanced by encouraging the sharing of best practices through a culture of cooperation and support among school administrators (Bissessar, 2017).

There seems to be some variation in the degree to which school leaders in Guyana practice this essential facet of transformational leadership, as shown by the results of the available research on the intellectual stimulation of school leaders in Guyanese schools. School leadership can be improved through training and assistance and a culture of cooperation and support, although there are obstacles to successful intellectual stimulation.

INDIVIDUALIZED CONSIDERATION OF SCHOOL LEADERS IN GUYANESE SCHOOLS

One of the hallmarks of transformative leadership is its emphasis on tailoring one's approach to each follower. Findings from a literature review on how principals in Guyana are treated as individuals are presented here.

One major takeaway is the need for personalized attention in Guyana's educational leadership styles. Leaders in schools are more likely to foster a pleasant learning environment and foster a feeling of community and belonging among their employees and students if they practice personalized attention (Bissessar, 2017). To ensure the success of both staff and students, school administrators might, for instance, try to develop meaningful connections with both groups.

On the other hand, the literature also reveals that there are obstacles to successfully tailoring attention in Guyanese schools. One obstacle is that school administrators may not have the time or resources to provide each of their students with the attention they need (Pashiardis and Johansson, 2016). Unfortunately, some educators just don't have the background or experience to give students customized attention.

Despite these obstacles, research shows that the Ministry of Education may do a better job of giving their principals the customized attention they need. If school leaders get training and assistance, they may acquire the expertise necessary to deliver individualized attention to their followers (Bristol, 2017). Furthermore, the success of school leadership may be enhanced by encouraging the sharing of best practices by fostering a culture of cooperation and support among school administrators (Miller, 2013).

The existing study on the issue of individualized attention of school leaders in Guyanese schools shows that there seems to be some variance in the degree to which school leaders in Guyana practice this key component of transformational leadership. Although there are obstacles to delivering individualized care, there are opportunities to improve school leadership through training for school heads and fostering an environment that promotes collaboration and cooperation.

RESULTS

QUESTION 1:

What measures should be put in place to motivate secondary school teachers in Guyana to proactively address students' classroom issues?

Professional development training, peer support, and frequent feedback and assessment are just a few of the techniques suggested for encouraging teachers to take initiative in addressing student difficulties in the

classroom. Teacher initiative in resolving classroom issues and fostering student learning has been demonstrated to increase among those who have received professional development training in classroom management and problem-solving abilities. Educators might be motivated to take the lead and collaborate by participating in peer support and mentoring programs.

Furthermore, school leaders must play an active role in encouraging educator autonomy and creative problem-solving. It has been demonstrated that when administrators offer frequent feedback and support to teachers, include them in decision-making, and provide opportunities for professional growth and development, teachers feel more empowered and have more control over their classrooms. This, in turn, may inspire educators to go above and beyond in meeting their students' needs and fostering an environment conducive to learning.

QUESTION 2:

What strategies should be implemented by principals in Guyana to promote exceptional performance and academic accomplishments, as well as creativity, among students in secondary schools?

According to the studies, administrators may inspire their students to perform and accomplish at a high level by using several techniques, such as having high standards themselves, supporting their teachers, and fostering an environment that rewards and celebrates originality and creativity.

Findings have shown that schools with principals that push for high standards in the classroom have more successful students. School administrators that foster teacher growth and development through leadership assistance including mentorship, coaching, and professional development may boost student achievement.

In addition, administrators may foster an environment conducive to creativity and innovation by encouraging educators to experiment with novel methods of instruction and using ICT to develop forums in which professionals can share and discuss successful practices. Leaders at educational institutions can do a lot to boost students' passion and involvement in the classroom simply by encouraging them to think outside the box.

QUESTION 3:

To what extent do principals of secondary schools in Guyana engage teachers in decision-making concerning curriculum practices? What additional strategies or approaches could be implemented to involve them in the process?

Evidence from the academic literature demonstrates that when educators are included in curricular decisions, student outcomes, educator well-being, and school climate all increase. Teachers' motivation and engagement may improve when they have a voice in determining what content will be taught in their classrooms, according to research.

Principals can implement several strategies to increase teachers' participation in decision-making, including the creation of teacher-led committees or focus groups to review and make recommendations for curriculum development, the facilitation of teachers' opportunities to collaborate and share best practices, and the gathering of teachers' perspectives on professional development requirements.

The conventional structure of school administration also has to change if teachers are to have a more significant role in decision-making. Administrators should be open to having teachers take part in decision-making and should work to create an environment of cooperation and trust.

Research demonstrates that both student outcomes and educators' sense of agency might benefit from more opportunities for input into curricular decisions. Secondary schools in Guyana may better assist their

students' learning and development by instituting a culture of cooperation and creativity through the active participation of their teaching staff.

In Guyana's secondary schools, improving teaching and learning outcomes can be achieved by including teachers in decision-making on curriculum practices. However, depending on the circumstances of the school, you would find that principals may or may not include teachers in decisions regarding curriculum practices. The degree of teacher participation can be influenced by variables like school size, resources available, and administrative regulations.

It is also important to note that integrating teachers in decision-making can take time and calls for strong leadership and communication skills from principals. Therefore, principals and teachers may benefit from professional development opportunities for decision-making and effective communication.

DISCUSSION

According to research conducted, transformational leadership strategies such as idealized influence, inspiring motivation, intellectual stimulation, and personalized attention may play a crucial role in building excellent schools in Guyana. These methods may aid administrators in giving teachers more autonomy, creating an environment where ideas are shared and encouraged, and promoting an environment where students are motivated to study.

Concerning the first research question, the literature reveals that a comprehensive strategy, including professional development, peer support, and leadership support, is necessary to encourage teacher initiative in combating classroom issues. By offering frequent feedback and support, including teachers in decision-making, and providing opportunities for professional growth and development, principals may play an essential role in developing a culture of empowerment and problem-solving among teachers.

For the second research question, studies have shown that principals may inspire students to perform and accomplish at a high level by establishing high standards, offering strong leadership, and fostering an environment that values innovation and creativity. Secondary schools in Guyana may foster student growth and development through the use of these practices.

Research question 3 advocates for better student outcomes and teacher satisfaction which may be achieved by increasing teacher participation in curricular decision-making. Teachers can be more actively involved in decision-making when administrators take advantage of techniques like teacher-led committees, opportunities for teachers to exchange and discuss best practices, and advice on professional development requirements.

The results imply that transformational leadership practices, like those outlined in the literature, may play a significant role in creating successful schools in Guyana. Leaders at educational institutions may improve student achievement by embracing these principles, which give instructors more autonomy, foster creativity and teamwork, and reward the best ideas and efforts.

SUMMARY

The results shed light on the transformational leadership practices for effective schools in Guyana. Findings suggest that better student achievement, teacher satisfaction, and school culture can result from a more collaborative and inclusive decision-making process that broadly involves teachers in determining curriculum practices and encouraging teachers to take initiative in solving classroom issues. Idealized influence, inspiring motivation, intellectual stimulation, and customized consideration are all examples of transformational leadership approaches that may have a significant impact on creating an environment where teachers feel empowered to solve problems and think creatively. Guyana's secondary schools may foster student growth and development by adopting these strategies.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION AND SUMMARY OF THE STUDY

This chapter presents a conclusion that is based on the research that was carried out, as well as a description of the results of the study, suggestions for further research, and a conclusion. The results of the research are summarized in a way that focuses on the most important aspects of the investigation, such as the research questions, the research objectives, and the techniques. Although the conclusion provides insights into the relevance of the study and its implications for practice, the suggestions for future research indicate topics for additional exploration.

This research aimed to investigate how principals in Guyana might use transformational leadership to create successful educational environments for their students. The following topics were covered by the research questions:

RQ1: What measures should be put in place to motivate secondary school teachers in Guyana to proactively address students' classroom issues?

RQ2: What strategies should be implemented by principals in Guyana to promote exceptional performance and academic accomplishments, as well as creativity, among students in secondary schools?

RQ3: To what extent do principals of secondary schools in Guyana engage teachers in decision-making concerning curriculum practices? What additional strategies or approaches could be implemented to involve them in the process?

To find the answers to these questions, a qualitative research design was chosen, and data were collected by using information gathered from publications and articles by searching databases on the topic, "Transformational Leadership Practices of Principals for Effective Schools in Guyana." This was done while applying Bass's theory of transformational leadership as an approach and then developing a theory inductively.

According to the results of this research, transformational leadership techniques for successful schools in Guyana include inspiring and motivating teachers, improving teachers' skills and talents, building a good school culture, and interacting with the local community. These practices can be applied by principals through a variety of strategies, such as providing opportunities for professional development for teachers, defining clear expectations, and developing a feeling of belonging for both teachers and students. In an empirical study by Xie, when compared to servant leaders, transformational leaders have a positive impact on student performance, enhance morale among teachers, and an overall favorable school atmosphere (2020).

The findings of this study allow for the formulation of several suggestions for other lines of inquiry, which may be carried out in the future. To begin, research in the future may investigate the connection between transformational leadership methods and the level of academic success attained by students in Guyana. The results of this qualitative research might then be verified by a quantitative investigation, which brings me to my second point. Lastly, there is the possibility of researching to investigate the influence that the COVID-19 epidemic has had on the transformational leadership practices of principals in Guyana.

The outcomes of this research led me to the formation of a new theory for the effectiveness of transformational leadership of principals in Guyana's schools in the 21st century. I call this theory the "Integrated Model of Transformational Leadership and Cultural Competence." According to the Integrated Model of Transformational Leadership and Cultural Competence, recognizing and appreciating the cultural variety of the school community is a prerequisite for effective transformational leadership in Guyana's schools. Through the development of cultural competency, which entails the acquisition of knowledge,

skills, and attitudes that enable leaders to work productively with people from varied cultural origins, one can gain this understanding and appreciation.

According to the model, acquiring cultural competency can improve transformational leadership behaviors including inspiring motivation, individual consideration, intellectual stimulation, and idealized influence. Culturally competent leaders are particularly better able to interact with, comprehend, and inspire people from varied backgrounds, which can improve academic and social outcomes for all students.

The model also highlights the significance of fostering cultural understanding, acceptance, and sensitivity to creating a welcoming and inclusive school environment. This can be accomplished by putting in place rules and procedures that respect and acknowledge cultural diversity within the school community.

Overall, the Integrated Model of Transformational Leadership and Cultural Competency puts forth the idea that for transformational leadership to be effective in Guyana's schools, cultural competency must be developed, along with a culturally responsive and inclusive learning environment. Every student may benefit from better academic and social outcomes as a result of this.

In summing up, the findings of this research have shown that transformational leadership techniques are useful in guiding educational institutions toward better outcomes. It is believed that principals can exhibit these behaviors through their capacity to inspire and encourage their teaching staff, cultivate a healthy school culture, and connect with the surrounding community. The results of this research have substantial practical consequences because they highlight the significance of transformational leadership practices in terms of the development of efficient schools in Guyana.

SUMMARY OF FINDINGS AND CONCLUSION

The purpose of this dissertation was to explore the transformational leadership practices of principals for effective schools in Guyana. The results of this qualitative research were thematically evaluated from local and international literature.

The findings of this study revealed that transformational leadership practices include inspiring and motivating teachers, creating a positive school culture, developing teachers' skills and abilities, and engaging with the community.

Principals can implement these practices through various means, such as providing professional development opportunities for teachers, setting clear expectations, and creating a sense of belonging for teachers and students (Kwan, 2019). The expected outcomes of the implementation of these practices include increased student achievement, improved teacher morale, and a positive school climate. When principals inspire and motivate their teachers, it translates to increased student achievement. Principals may have a significant influence on the whole school community by building an atmosphere in which students, teachers, and staff feel appreciated, respected, and motivated to reach their greatest potential. The engagement with the community is also beneficial as it helped to create a sense of community ownership and support for the school.

The findings of this study also revealed that there are challenges that principals face in implementing these practices, such as inadequate resources, limited autonomy, and bureaucratic red tape. Despite these challenges, principals can implement transformational leadership practices by being creative, open-minded, and persistent.

This study has shown that transformational leadership practices are effective in leading schools toward success. These include but are not limited to inspiring and motivating their teachers, creating a positive school culture, and engaging with the community. The outcomes of the implementation of these practices translate to increased student achievement, improved teacher morale, and a positive school climate.

In conclusion, this study has contributed to the literature on transformational leadership practices in education, specifically in the context of Guyana. The findings of this study provide insights into how principals can implement transformational leadership practices in their schools, despite challenges. The study highlights the importance of effective leadership in creating positive school environments that lead to increased student achievement and improved teacher morale.

IMPLICATIONS

Theoretical Implications

The theoretical implications of this dissertation are significant. This study contributes to the literature on transformational leadership in education, specifically in the context of Guyana. The findings of this study support the existing literature that transformational leadership practices are effective in leading schools toward success.

This study has shown that the four transformational leadership practices identified in the literature, namely inspiring and motivating teachers, creating a positive school culture, developing teachers' skills and abilities, and engaging with the community, are relevant in the context of Guyana. The findings also suggest that the implementation of these practices can lead to increased student achievement, improved teacher morale, and a positive school climate.

Furthermore, this study has revealed that despite the challenges faced by principals in implementing transformational leadership practices, they can still be effective in creating positive school environments. This finding is consistent with the literature that effective leadership is not determined solely by the external factors or resources available, but also by the leader's ability to be creative, open-minded, and persistent.

The findings of this study also suggest that transformational leadership practices can be effective in different cultural contexts. While previous research has focused mainly on Western cultures, this study demonstrated the relevance of transformational leadership practices in the context of Guyana.

Overall, the theoretical implications of this dissertation highlight the importance of transformational leadership practices in education and the need for further research to explore their effectiveness in different cultural contexts. Additionally, the findings can also inform the development of leadership training programs that take into consideration the specific cultural context of the school.

Practical Implications

The practical implications of this dissertation are of importance to principals, teachers, policymakers, and all other educational stakeholders in Guyana. The findings of this study provide insights into how transformational leadership practices can be implemented to create effective schools in the country.

Firstly, principals in Guyana can implement transformational leadership practices by inspiring and motivating teachers, creating a positive school culture, developing teachers' skills and abilities, and engaging with the community. Principals can do this by providing professional development opportunities for teachers, setting clear expectations, and creating a sense of belonging for teachers and students.

Secondly, the outcomes of implementing transformational leadership practices include increased student achievement, improved teacher morale, and a positive school climate. This highlights the importance of investing in transformational leadership practices as a means to improve student outcomes and teacher well-being.

Thirdly, the challenges faced by principals in implementing transformational leadership practices, such as inadequate resources, limited autonomy, and bureaucratic red tape, suggest that policymakers and educational stakeholders need to provide support and resources to principals to enable them to effectively

implement these practices. This could include providing professional development opportunities for principals, allocating more resources to schools, and reducing bureaucratic barriers.

Lastly, the findings of this study suggest that engagement with the community is important in creating effective schools. This highlights the need for principals to engage with parents, community leaders, and other stakeholders to create a sense of community ownership and support for the school.

Future Implications

The future implications of this dissertation are important for further research and practice in the field of education in Guyana. The findings of this study provide insights into the effectiveness of transformational leadership practices in creating effective schools and improving student outcomes. These insights have implications for future research and practice in several areas.

Firstly, future research could focus on exploring the impact of transformational leadership practices on student outcomes in more detail. This could include examining the impact of specific transformational leadership practices on different aspects of student achievement, such as academic performance, attendance, and behavior.

Secondly, future research could explore the cultural factors that influence the implementation and effectiveness of transformational leadership practices in Guyana. This could include examining how cultural values, beliefs, and practices impact the implementation and effectiveness of transformational leadership practices in different regions and communities.

Thirdly, future research could explore the role of other leadership styles and practices in creating effective schools in Guyana. This could include examining the impact of distributed leadership, instructional leadership, and servant leadership on student outcomes and teacher well-being.

Lastly, the findings of this study have implications for practice in terms of leadership development and training for principals and other educational leaders in Guyana. This could include the development of training programs that focus on the implementation of transformational leadership practices and the challenges faced by principals in implementing these practices.

STRENGTHS AND WEAKNESSES OF THE STUDY

Strengths:

1. Focus on an under-researched context: This study focused on the context of Guyana, which is an under-researched area in the field of educational leadership. This study provides insights into the effectiveness of transformational leadership practices in this specific cultural context.
2. Rigorous research design: The study employed a desk research design, which provides a comprehensive and robust analysis of secondary data. The use of secondary data strengthens the reliability and validity of the study because data was previously collected by other researchers.
3. Use of established theoretical frameworks: The study draws on established theoretical frameworks in the field of educational leadership, specifically transformational leadership theory, which enhances the credibility of the study.

Weaknesses:

1. Lack of Literature: although some researchers have done work in the research area in Guyana, the depth to which the researcher intended to study was limited to the few published academic journals, articles, and blogs.
2. No generalization: The researcher is cognizant of principals' leadership practices in his community and may not fully capture the actual practices and experiences of principals in Guyana. This may limit the generalizability of the findings to other schools and regions in Guyana.

3. The limited scope of research questions: The study focuses on the four transformational leadership practices, which limits the exploration of other factors that may impact effective schools in Guyana.
4. Limited exploration of cultural context: Although the study acknowledges the importance of cultural context, there is a limited exploration of how cultural factors impact the implementation and effectiveness of transformational leadership practices in Guyana.

RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the strengths and weaknesses of the current study, the following recommendations for future research are suggested:

1. Exploring across regions: Future studies should aim to include observation of leadership practices by principals in Guyana to enhance the generalizability of findings and enable a more robust analysis of the data.
2. Longitudinal studies: Future studies could employ longitudinal designs to examine the impact of transformational leadership practices over time and to identify factors that contribute to the sustained effectiveness of schools.
3. Comparative studies: Future studies could compare the effectiveness of transformational leadership practices across different cultural contexts and examine the cultural factors that impact the implementation and effectiveness of these practices.
4. Mixed-methods studies: Future studies could employ mixed-methods research designs to gather both quantitative and qualitative data and provide a more comprehensive understanding of the effectiveness of transformational leadership practices.
5. Exploration of other leadership practices: Future studies could explore other leadership practices that may contribute to effective schools, such as distributed leadership, instructional leadership, and servant leadership.
6. Examination of student perspectives: Future studies could include the perspectives of students to provide a more complete understanding of the impact of transformational leadership practices on student outcomes.
7. Intervention studies: Future studies could examine the impact of leadership development and training programs on the implementation and effectiveness of transformational leadership practices in Guyana.
8. Examination of teacher well-being: Future studies could explore the impact of transformational leadership practices on teacher well-being and identify practices that promote teacher well-being and retention.

RECOMMENDATIONS FOR FUTURE PRACTICE

Based on the findings of this study, the following recommendations for future practice are suggested:

1. Develop and implement leadership development programs: School leaders should engage in ongoing leadership development programs that focus on the four transformational leadership practices identified in this study, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This can be achieved through workshops, mentoring programs, and professional learning communities.
2. Foster a culture of collaboration and shared leadership: School leaders should prioritize building a culture of collaboration and shared leadership that empowers teachers to take ownership of their professional growth and development. This can be achieved through the establishment of teacher-led professional development programs, opportunities for teachers to participate in decision-making processes, and a focus on building strong relationships among teachers, students, and the community.
3. Prioritize teacher well-being: School leaders should prioritize the well-being of teachers and provide opportunities for teachers to engage in self-care and self-reflection. This can be achieved through the establishment of a supportive and positive school culture, opportunities for teachers to engage in

professional development that focuses on teacher well-being, and the provision of resources that support teacher wellness.

4. Build strong partnerships with the community: School leaders should work to build strong partnerships with parents, community leaders, and other stakeholders to support the development of effective schools. This can be achieved through the establishment of partnerships with local businesses and organizations, involvement in community events, and regular communication with parents and community leaders.
5. Monitor and evaluate leadership practices: School leaders should regularly monitor and evaluate their leadership practices to ensure that they are aligned with the four transformational leadership practices identified in this study and are contributing to the effectiveness of their schools. This can be achieved through the use of self-reflection, feedback from teachers and other stakeholders, and the implementation of regular evaluations of leadership practices.

SUMMARY

This dissertation explored the transformational leadership practices of principals for effective schools in Guyana. The study found that to achieve this, principals in Guyana must implement the four transformational leadership practices, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The study also found that these practices can positively impact student outcomes, such as academic achievement and personal growth. The theoretical implications of the study suggest that the transformational leadership theory is relevant in the context of Guyana and supports the development of effective schools. The practical implications of the study suggest that school leaders should prioritize leadership development, foster a culture of collaboration and shared leadership, prioritize teacher well-being, build strong partnerships with the community, and monitor and evaluate leadership practices. The strengths of the study include the use of secondary data and the inclusion of multiple perspectives. The weaknesses of the study include the limited literature in the Guyanese context and the limited exploration of cultural context. Future research should address these limitations and further explore the impact of transformational leadership practices on student outcomes and teacher well-being. Overall, this study contributes to the understanding of effective leadership practices in the context of Guyana and provides recommendations for future practice.

DECLARATION OF AUTHENTICITY

I, Fizad Mohamed, hereby declare that this Master's dissertation, entitled “Transformational Leadership Practices of Principals for Effective Schools in Guyana” is my original work, and all sources of information and material used in this dissertation have been duly acknowledged and cited.

I also declare that this dissertation has not been submitted in whole or in part for consideration for any other degree or certificate at any university or institution. This dissertation is the result of my independent research, and any assistance received from others has been properly attributed.

I acknowledge that any breach of this declaration of authenticity may result in severe disciplinary action by the university.

April 16, 2023.

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DEDICATION

This dissertation is dedicated to my mother, Sharina Mohamed, who has been a constant source of inspiration and encouragement for me during my Master's degree program. Her unwavering encouragement, love, and understanding have been critical to my academic achievement. I am grateful for the sacrifices she has made to assist me in reaching my goals. This dissertation is a testament to her constant love and support. Thank you, Mom.

LIST OF ABBREVIATIONS

APA – American Psychological Association

CPD – Continuous Professional Development

ICT – Information and Communication Technology

MOE – Ministry of Education

TSC – Teaching Service Commission

LIST OF FIGURES

Figure 1: Official Time Spent Teaching

Figure 2: Components of Transformational Leadership

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APPENDICES

APPENDIX 1: RESEARCH PLAN AND TIMETABLE

| Activity | Week 02 | Week 04 | Week 06 | Week 08 | Week 10 | Week 12 | Week 14 | Week 16 | Week 18 | Week 20 | Week 22 | Week 24 | Week 28 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Research Topic & Research Proposal | ✓ | ✓ | | | | | | | | | | | |
| Draft Introduction | | | ✓ | | | | | | | | | | |
| Literature Review | | | | ✓ | ✓ | | | | | | | | |
| Evaluation of Secondary Data | | | | | | ✓ | ✓ | | | | | | |
| Research Philosophy and Design | | | | | | | | ✓ | ✓ | | | | |
| Research Ethics | | | | | | | | | ✓ | | | | |
| Analyzing the findings of the study | | | | | | | | | | ✓ | | | |
| Make Conclusions & Recommendations based on findings | | | | | | | | | | | ✓ | ✓ | |
| Review project report and submit | | | | | | | | | | | | ✓ | ✓ |

APPENDIX 2: DISSEMINATION PLAN OF RESEARCH

BACKGROUND

Dissemination is a crucial component of the process for ensuring that the findings of my research are communicated to educational stakeholders. The study, "transformational leadership practices of Principals for effective schools in Guyana," identified timely and relevant literature that might guide teachers, principals, and even policymakers to be open to change and adapt to changing circumstances.

STRATEGY

Best practices for effective leadership roles in Guyana schools are among the results I'd like to discuss. My research gave credit to all sources used and has no intention of claiming anyone's work. The findings are meant to be shared with all educational stakeholders in Guyana and beyond. The following mediums will be used for face-to-face and online dissemination:

1. **Video Presentations:** With skills in video editing and graphics design, I view myself as a strong advocate for better leadership practices, a better working environment for teachers, and reformed education policies in Guyana.
2. **Social Media Platform:** Because reaching a large audience is crucial for my voice to be heard, I want to use my social media platforms to engage the public in my study findings.
3. **Seminars:** As a government of Guyana scholarship student, my community service is to give back to my community by sharing some of the knowledge I have gained with other Guyanese. During these seminars, I want to use this opportunity to communicate the findings of my research. Leadership and development seminars/workshops will be held at my workplace. Simultaneously, I want to use this opportunity to make a few videos in support of the aforementioned causes.

Some of my colleagues will help me with the planning and execution of the workshops so that everything runs well. While I will be in charge of the presentation, one of my colleagues will chair the event, and others will assist with escorting, handing out brochures, and providing refreshments to the audience.

AUDIENCE

The audience may include, but is not limited to, fellow researchers, students, professional practitioners, policymakers, and the general public. Students who wish to attend must acquire written permission from their parents/guardians. To accommodate a diverse audience, some seminars will be offered on weekends, while others will be held in the evenings of working days. Meaningful conversations will allow me to develop a relationship with my audience members who share a common objective or set of goals and who may eventually become my dissemination partners.

USES

One of the anticipated outcomes of this research was to offer stakeholders the most up-to-date literature on transformative leadership for schools in the twenty-first century. Following dissemination, it is expected that educational stakeholders will engage in meaningful dialogues to develop best leadership practices and activities to strengthen and train school leaders and potential leaders. To follow the anticipated outcomes of my research, the dissemination process will be an ongoing effort. I anticipate that this component of my research will be successful, and I will continue to advocate for it.