The Journal of Asia Entrepreneurship and Sustainability RESEARCH ARTICLE

Gender Differences in Leadership Competency and Locus of Control among Secondary and Higher Secondary School Administrators: A Comparative Study

Roma Bharti[1], Dr. Anju lata Yadav[2]

[1]Research Scholar, Department of Education, Oriental University, Indore, Madhya Pradesh, India
[2]Assistant Professor, Department of Education, Oriental University, Indore, Madhya Pradesh, India, dr.anjuyadav77@gmail.com

Abstract

Purpose: This study compared leadership competency and locus of control between male and female administrators of secondary and higher secondary schools in Indore, India. Method: A quantitative, descriptive-comparative survey was conducted with 400 administrators (199 men, 201 women) selected through stratified random sampling. Leadership competency was measured on a five-point Likert questionnaire and locus of control with a standardized scale. Group differences were tested with independent-samples t-tests, and effect sizes (Cohen's d) with 95% confidence intervals were computed. Results: Men and women did not differ significantly in leadership competency ($t(398) = -0.33$, $p = .738$, $d = -0.03$) or in locus of control ($t(398) = 0.88$, $p = .381$, $d = 0.09$). Both effects were negligible, and a sensitivity analysis showed the sample could detect effects of $d \geq 0.28$ with 80% power. Conclusion: Gender was not associated with meaningful differences in either variable in this sample, supporting competency-based rather than gender-based criteria in administrator selection and development.

Keywords: leadership competency; locus of control; gender differences; school administrators; educational leadership; India

1. Introduction

Educational leadership plays an important role in school effectiveness, teacher development, institutional planning, and the quality of teaching and learning. School administrators are expected to coordinate academic and administrative activities, communicate institutional goals, support teachers, resolve conflicts, and respond to changing educational needs. Leadership competency comprising skills such as communication, decision-making, problem-solving, team management, and strategic planning is therefore an important area of educational research.

Another relevant psychological construct is locus of control, which refers to an individual's generalized beliefs about the causes of events and outcomes. Individuals with a more internal orientation tend to attribute outcomes to their own actions and decisions, whereas those with a more external orientation may attribute outcomes to luck, fate, powerful others, or situational factors. In educational administration, these beliefs may be associated with initiative, accountability, persistence, and decision-making.

Research on gender and leadership has produced mixed findings. Some studies report differences in leadership behaviours, while others suggest that professional experience, training, institutional context, and opportunities may be more relevant than gender alone. Evidence specifically examining leadership competency and locus of control together among secondary and higher secondary school administrators in the Indian context remains limited. The present study therefore compares these two variables among male and female educational administrators in Indore.

2. Research Objectives

- To compare leadership competency among male and female educational administrators.
- To examine gender-based differences in locus of control among educational administrators.

3. Research Hypotheses

H_{01}: There is no statistically significant difference in leadership competency between male and female educational administrators.

H_{02}: There is no statistically significant difference in locus of control between male and female educational administrators.

4. Review of Related Literature

4.1 Leadership Competency

Leadership competency refers to the combination of knowledge, skills, abilities, values, and behaviours that enables a leader to work toward institutional goals. In schools, relevant competencies may include instructional supervision, communication, strategic planning, decision-making, conflict management, team building, ethical conduct, and change management. Katz's three-skill approach emphasizes technical, human, and conceptual skills. Competency-based perspectives also highlight cognitive, emotional, and social capabilities. These frameworks suggest that

effective leadership depends on a broad set of professional capacities rather than on a single personal characteristic.

Studies of gender and school leadership have reported both similarities and differences in leadership behaviours. Some research describes women leaders as more likely to use participative or collaborative approaches, while other findings indicate that overall differences in leadership effectiveness are small. These mixed results support the need for context-specific investigation and for assessing leadership through professional competencies rather than gender stereotypes.

4.2 Locus of Control

Rotter's social learning theory provides the foundation for the concept of locus of control. An internal orientation is associated with the belief that personal actions influence outcomes, whereas an external orientation attributes outcomes more strongly to chance, fate, powerful others, or circumstances. In educational administration, locus of control may be relevant to how administrators respond to challenges, accept responsibility, make decisions, and pursue institutional goals.

Previous studies have reported inconsistent findings regarding gender differences in locus of control. Differences may also reflect professional experience, educational background, organizational climate, and cultural context. Further research among school administrators can help clarify whether meaningful gender differences exist in this population.

4.3 Research Gap

Leadership competency and locus of control are often examined separately, while fewer studies consider both variables within one framework. Research focused specifically on secondary and higher secondary school administrators in India is also limited. The present study addresses this gap by comparing leadership competency and locus of control among male and female educational administrators in Indore.

5. Research Methodology

5.1 Research Design

The study adopted a quantitative, descriptive-comparative survey design to examine differences between male and female educational administrators without manipulating the study variables.

5.2 Population and Sample

The target population comprised educational administrators of secondary and higher secondary schools in Indore, including principals, vice-principals, headmasters, headmistresses, and other personnel holding school-management responsibilities. The final sample comprised 400 administrators: 199 men (49.75%) and 201 women (50.25%). [State the total population size, number of schools sampled, and response rate.

A sensitivity analysis was conducted for the two-group comparison. With n = 199 and n = 201, α = .05 (two-tailed) and 80% power, the study could detect a standardized mean difference of $d \geq 0.28$ (Figure 4). Power to detect a conventional small effect ($d = 0.20$) was 52%, and power to detect a medium effect ($d = 0.50$) exceeded 99%. Non-significant results therefore rule out medium and larger gender differences with high confidence, but small differences cannot be excluded.

5.3 Sampling Technique

Stratified random sampling was adopted for selecting the study participants. The sampling process considered gender and school type (government and private) as the main stratification categories to ensure the inclusion of administrators from different institutional settings. A list of recognised secondary and higher secondary schools in Indore district, obtained from the district education authorities, was used as the sampling frame. Computer-generated random numbers were reportedly used to select schools for participation. The final sample consisted of 400 school administrators, including 199 male and 201 female participants.

The available records do not specify the exact number of administrators selected from each school or the detailed allocation of participants across the strata.

5.4 Research Instruments

Two researcher-designed structured questionnaires were used for the data collection, one for leadership competency and one for locus of control of the secondary and Higher secondary school administrators.

Leadership competency: Leadership competency is measured by a 30 item questionnaire that was specially developed by the researcher for the present research. It was developed to evaluate the administration skills of the school administrators as relating to the domain of educational administration. The answers were given in terms of a 5-point Likert-type scale. The answer key was marked using the marking scheme provided and the final mark totalled the respondent's competency in leadership.

Locus of control Scale: The researcher created 20-Item questionnaire to measure the Locus of control. The instrument was used to explore how school administrators see professional and institutional outcomes because of their decisions and actions or external factors. A five-point Likert-type scale was used for responses. The total score was determined based on the instrument's scoring process and respondents' LCs were determined by this total score.

Both instruments designed for the purpose of the study were applied to the selected sample of school administrators. They were checked for reliability in terms of Cronbach's alpha

5.5 Reliability and Validity

Validity: All instruments that are developed by a researcher were reviewed prior to the administration to the final sample. They were analysed by a panel of senior educational psychologists, with experienced district education officers and university methodology experts. Items were reviewed for relevance to the intended constructs, suitability for the educational administration context, and clarity and appropriateness of the items' language. This process aimed at boosting the content and face validity of instruments.

Pilot Study: A pilot study was carried out with 40 active school administrators whose profiles did not satisfy the criterion of the 400 respondents who took the questionnaire. The aim of the pilot study was to look at the suitability and administration of the research instruments prior to the main study. The pilot reliability is conducted in the thesis, however numerical pilot reliability coefficient is not included on the reported results.

Internal consistency of the instruments were analyzed using Cronbach's alpha, which was done to assess reliability. The reliability measure of the final study data yielded the following alpha values:

Research Instrument	Number of Items	Cronbach's Alpha
Leadership Competency Scale	30	-0.004
Locus of Control Scale	20	0.037

The obtained coefficients were far short of the recommended 0.70 for acceptable internal consistency. The Leadership Competency Scale is a special concern because of the negative coefficient since it means a negative average covariance between the items in the calculated scale. The results indicate that the items were not effective in showing a satisfactory internal consistency for the final sample.

Therefore the results using these instruments designed by the researcher should be treated with caution. The reliability analysis also suggest that there is a need for exploring the item coding, scoring process, dimensionality and psychometric properties of the instruments further. More extensive scale refinement and validation of instruments should be done in future studies prior to drawing confirmatory and/or broader conclusions for a population level..

5.6 Data Collection and Ethics

In the present study the collection of data was done from secondary and higher secondary school administrators from Indore district. Permission from institutions was sought before collecting data. All government school students must have a signed permission from the District Education Office while all private school students have their permission signed by the private schools' management office.

The researcher made a personal visit to the selected schools and gave the research questionnaires to the appropriate administrators. To minimize the involvement of other people in the school in providing information to the administrators, questionnaires were sent directly to the respondents. The participants were briefed on the academic research objective and the nature of the participation needed in this research. All the participation was voluntary and informed consent was obtained before administering the instrument.

The identities and confidentiality of data were safeguarded during the entire data collection process. The respondents were informed their answers would only be provided to the researchers and their names would not be released. The researcher has explained the procedure of answering the 5 point Likert Item if requested but explanation in return for how each item presented relates to the participants' answers were not very fruitful.

Questionnaires that were completed were extensively reviewed for their completeness and appropriateness to the analysis. All answers were then numbered, classified and tabulated for statistical analysis. The final sample of the study was comprised of 400 completed responses.

5.7 Statistical Analysis

Data from the respondents were then coded, organized and analysed using statistical package for social science (SPSS). The data were analysed using descriptive and inferential statistical techniques and differences in leadership competency and Locus of control for female and male educational administrators were examined.

The demographic characteristics of the respondents and summarisation of their score on the two study variables was conducted by descriptive statistics including frequency, percentage, mean and standard deviation. The measures gave an overall picture of the range of sample data and the centre focal response and variation in the data.

Independent-samples t-tests were conducted to determine if there were any significant differences between the educational administrators' (male, female) scores in leadership competency and locus of control. The assumption of equality of variances between two groups was considered by the Levene's test.

Cohen's d was used to determine the magnitude of the difference when comparing male and female administrators, using Effect Size Analysis. This allowed for discerning significance from the effect size of observed differences.

Significance level: The statistical tests tested at the level of 0.05. The results were analyzed using the appropriate test statistic and p-value. Confidence intervals were assumed wherever data were available to give additional information about the precision of the estimated differences.

6. Results

6.1 Demographic Profile

The sample consisted of 400 respondents (199 men, 201 women). By age, 104 (26.00%) were 30 40 years, 101 (25.25%) were 41–50 years, and 195 (48.75%) were above 50 years. By administrative experience, 159 (39.75%) had fewer than 10 years, 160 (40.00%) had 10–20 years, and 81 (20.25%) had more than 20 years. In terms of qualification, 189 (47.25%) held a master's degree and 76 (19.00%) a doctoral degree; the remaining 135 respondents (33.75%) are not accounted for in the source data and are shown as "Other / not listed" [replace with the actual categories, e.g., bachelor's, M.Phil., B.Ed.]. Demographic distributions are shown in Table 1 and Figure 1.

Table 1. Demographic profile of the sample (N = 400)

Characteristic	Category	n	%
Gender	Men	199	49.75
	Women	201	50.25
Age (years)	30–40	104	26.00
	41–50	101	25.25
	Above 50	195	48.75
Qualification	Master's degree	189	47.25
	Doctoral degree	76	19.00
	Other / not listed	135	33.75
Administrative experience (years)	Less than 10	159	39.75
	10–20	160	40.00
	More than 20	81	20.25
Total		400	100.00

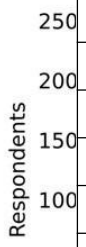


Figure 1. Distribution of respondents by age, qualification and administrative experience.

6.2 Descriptive Statistics and Group Comparison

Table 2. Independent-samples t-tests by gender (df = 398; n men = 199, n women = 201)

Variable	Men M (SD)	Women M (SD)	t p	95% CI (mean diff.) CI]	Cohen's d [95%
Leadership competency	90.12 (7.48)	90.38 (8.03)	−0.3335 .738	[−1.79, 1.27]	−0.033 [−0.23, 0.16]
Locus of control	60.47 (6.08)	59.95 (5.78)	0.878 .381	[−0.65, 1.69]	0.088 [−0.11, 0.28]

Table 3. Mean differences and robustness check (Welch's t-test)

Variable	Mean diff. (M – W)	SE of diff.	Welch t (df)	Welch p

Leadership	−0.26	0.776	−0.335 (396.5)	.738 competency
Locus of control	0.52	0.593	0.876 (396.5)	.381

6.3 Gender Differences in Leadership Competency

The independent-samples t-test showed no statistically significant difference in leadership competency between men (M = 90.12, SD = 7.48) and women (M = 90.38, SD = 8.03), t(398) = −0.33, p = .738, mean difference = −0.26, 95% CI [−1.79, 1.27]. The effect size was negligible (Cohen's d = −0.03, 95% CI [−0.23, 0.16]). Hypothesis H_{01} was therefore retained.

6.4 Gender Differences in Locus of Control

Locus-of-control scores also did not differ significantly between men (M = 60.47, SD = 6.08) and women (M = 59.95, SD = 5.78), t(398) = 0.88, p = .381, mean difference = 0.52, 95% CI [−0.65, 1.69]. The effect size was negligible (d = 0.09, 95% CI [−0.11, 0.28]). Hypothesis H_{02} was therefore retained. Group means with 95% confidence intervals are plotted in Figure 2, and the effect sizes in Figure 3. In both cases the confidence intervals of the two groups overlap substantially, and the effect-size intervals include zero and fall largely within the negligible range.

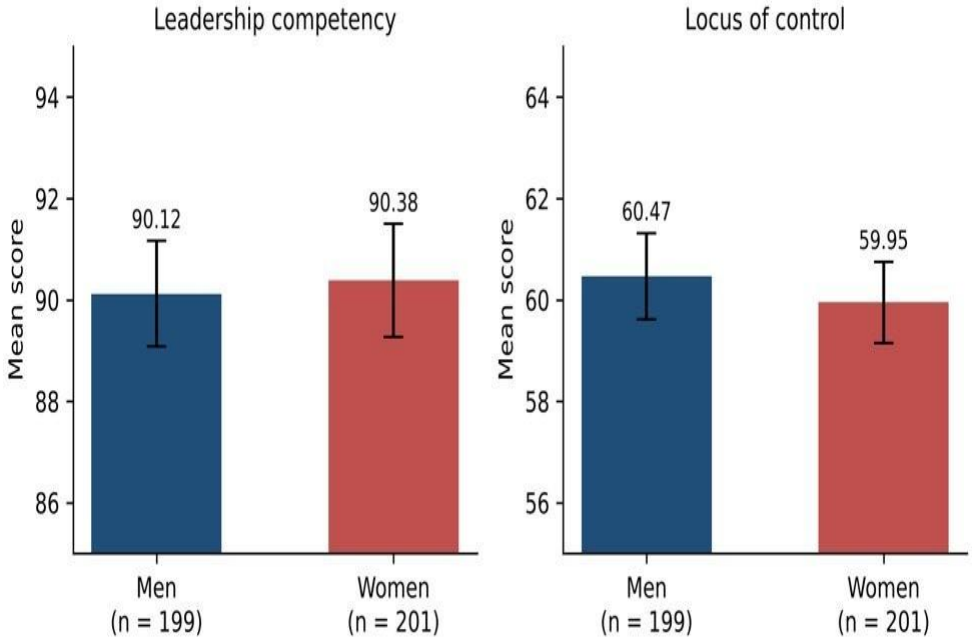


Figure 2. Mean scores (with 95% confidence intervals) of male and female administrators.

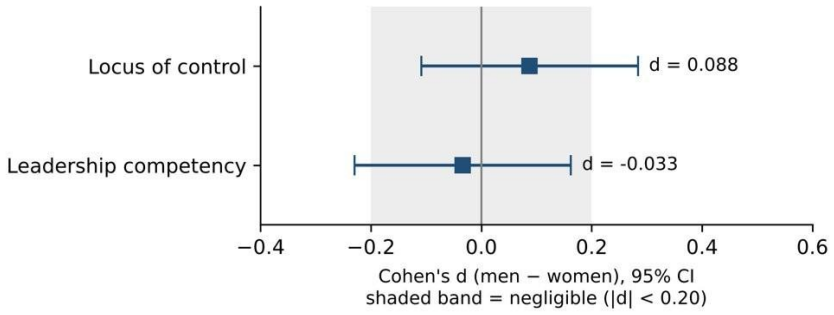


Figure 3. Standardized gender differences (Cohen's d, men – women) with 95% confidence intervals.

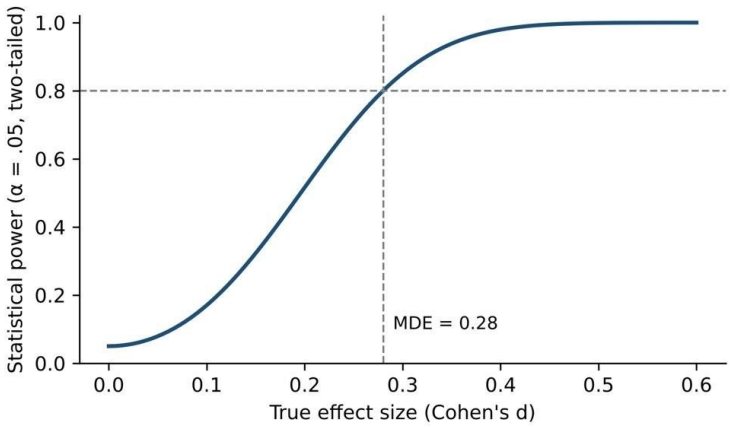


Figure 4. Sensitivity (power) curve for the two-group comparison, n = 199 vs 201. MDE = minimum detectable effect at 80% power.

7. Discussion

7.1 Leadership Competency

The results showed that there was no significant difference between the ratings of educational administrators of response competencies based on gender. The mean score for the male administrators was 90.12 (SD = 7.48) and for the female administrators was 90.38 (SD = 8.03). The differences between the groups was not statistically significant (*t*(398) = −0.33, *p* = .738) and the effect size was not great (Cohen's d = −0.03). Additionally, the confidence interval for the mean difference contained zero, suggesting that this observed difference could be the result of sampling error.

These results indicate that there was no meaningful difference between the self-reported competencies of leadership on administrators included in this study as related to gender. It may essentially be because of the function of administration that women and men were engaged in similar organizational structures and professions. These leadership positions might include common responsibilities in decision making, communication, staff management, problem solving, institutional administration, etc. However, these explanations provided are interpretations and were not specifically tested in the current study.

The results need to be understood by considering the measurement tool. The leadership competency scale was not developed by the researcher and the internal consistency coefficient indicated was very low, so caution should be used regarding the results. More research and development would be required to draw more generalizations about the leadership competencies of educational administrators.

7.2 Locus of Control

The results also showed that there were no gender differences in the scores obtained on the LOCs. Male administrators scored a mean score of 60.47 (SD = 6.08), and the female administrators' mean score was 59.95 (SD = 5.78). No difference was found between the two, t(398) = 0.88, p = .381, which had an observed low effect size (Cohen's d = 0.09).

The finding suggests that also the scores on the locus-of-control instrument in the sample were quite similar for male and female administrators. Evidence in relation to the reported personal control differences of administrators does not support a conclusion that these differences are related to gender.

However, the meaning of these scores varies according to the direction of the score and the degree to which these internal and external control orientations are measured consistently in this instrument. A low internal-consistency coefficient of the researcher-developed scale also restricts conclusions about this scale. The relationship of other professional variables like administrative experience, institutional environment, leadership development and organizational support with LOC should be explored further.

8. Implications

8.1 Theoretical Implications

The study makes a significant contribution to the understanding of educational administration because the study looked at two leadership competencies locus of control and leadership in relation to each other when the two factors and the difference between them were compared in a gender comparison of school administrators. The results suggest that the male and female respondents of the present sample scored around the same level in both measures. This lends support for further research about how professional responsibility and institutional contexts affects administrators' perception of leadership and psychological orientations.

The study also sheds light on the fact that looking at leadership competency beyond demographics alone is important. Further research on both the theoretical and empirical levels may examine the influence of these factors on the development of educational

administration based on the interaction between personal beliefs, professional experiences, leadership practices and organizational environment. The results of the current study, however, cannot make any causal inferences or prove that these factors directly contribute to leadership competence.

The educational and administrative implications of this study are briefly summarized below.

Results are relevant to the leadership development and administrative decisions in schools. There was no significant difference found between the genders on the variables measured in the study and, therefore, equal leadership development opportunities for male and female administrators. Selection, promotion and professional appraisal should seek to assess job competencies and qualifications, professional experience, administrative performance rather than make assumptions about gender.

Training programs can focus on specific areas such as communication, decision making, problem-solving, conflict management, strategic planning, staff coordination and institutional accountability. Coordinating administrative work, workshops, mentoring, and leadership development can support the development of these administrative professional competencies.

Schools, universities and governments should also provide a conducive work platform for administrators to build their capacity and join the institutional decision-making process. These may be assessed by additional research to understand how effective these efforts are in enhancing leadership skills and administrative effectiveness.

9. Conclusion

In the present study, total 400 Educational Administrators (EA) (Male 199 and Female 201) were sampled from secondary and higher secondary schools of Indore district and the differences between them regarding the leadership competency and locus of control was examined. The results indicated that there were no significant differences between the scores of the two groups (boys and girls) in terms of their leadership competence, and in terms of their locus of control. A priori, the observed effect sizes were small, indicating that the overall rating on the two measures of male and female administrators sampled were similar.

The findings suggest that gender can't be used alone as the basis for comprehending the differences of the measured leadership and psychological attributes of educational administrators. Conclusions, however, should be applied within the limits of the geographical and methodical scope of the document. Specifically, more reliable tests of the measurement scales are needed. Expansion of the sample size and geographic range, more refined measurement tools, and additional institutional variables might offer more thorough insight into the nature of educational leadership.

10. Limitations

Looking at the findings in this study, we need to consider several limitations.

One of the weaknesses of the study was that it was limited to only educational administrators from Indore district. Thus, results are not necessarily indicative of administrators in other districts, states, or educational systems. Extension beyond the study population should not be drawn without evidence of the same.

Second, it was a cross-sectional survey design. Since data were taken at a specific point in time, it was difficult to analyze changes in leadership competency or locus of control throughout activities during an administrator's career. The design also does not control for confounds between the variables.

Thirdly, survey responses were self-reported. These responses could be affected by a social-desirability bias because of what the participant thinks is desirable, because of personal perceptions or because of various interpretations of the questionnaire items.

Consequently, there are several limitations, notably the internal consistency of the scales developed by the researcher. The same was true for the reported Cronbach's alpha coefficients for leadership competency and locus of control which were much lower than acceptable thresholds. This then also leads to some concern about the consistency of measuring the intended constructs. Therefore, results should be treated with caution and the tools need further investigation and development.

11. Suggestions for Future Research

11. Future Research

Future research may extend the present study by including school administrators from multiple districts and states to improve the geographical scope and broader applicability of the findings. Comparative studies involving government, private, aided, rural, and urban schools may provide further insights into differences in leadership competencies and locus of control across institutional settings.

Further studies may also examine the influence of factors such as age, educational qualifications, administrative experience, leadership training, organisational climate, and leadership style. Longitudinal and mixed-methods research designs could offer a deeper understanding of how leadership competencies develop over time and how administrators perceive their control over professional outcomes.

Declarations

Funding: No funding was received for this study.

Conflict of Interest: The author declares no conflict

of interest.

Ethics Approval and Consent: Participation in the study was voluntary, and informed consent was obtained from all respondents before data collection. Though it was verbally obtained

Data availability: The dataset can be accessed on cloud.

Author contributions: Roma Bharti is sole authot of this research paper

Use of AI tools: [None were used.]

References

1. Al Khatib, S. A. (2024). Investigating the leadership styles and national culture of Emirati female school principals. Educational Management Administration & Leadership, 52(5). https://doi.org/10.1177/17411432221130589
2. Awodiji, O. A. (2024). School leaders' leadership behavior and administrative effectiveness: The moderating role of gender. International Journal of Educational Organization and Leadership, 31(2), 143–174. https://doi.org/10.18848/2329-1656/CGP/v31i02/143-174
3. Bakshi, S. (2022). Schools, leadership and gender: A study on women school leaders in Kerala schools. Journal of Indian Education, 48(3), 80–94.
4. Bhati, K., & Behera, L. (2024). Pre-service teachers' locus of control in relation to gender, age and stream of education. International Journal of Indian Psychology, 12(1), 1949–1953. https://doi.org/10.25215/1201.176
5. Bush, T. (2021). Gender and school leadership: Are women still under-represented as school principals? Educational Management Administration & Leadership, 49(6), 861–862. https://doi.org/10.1177/17411432211050965
6. Bush, T., Kirezi, J., Ashford, R., & Glover, D. (2022). School leadership and gender in Africa: A systematic overview. Research in Educational Administration & Leadership, 7(4).
7. Dağlı, S. K. (2023). Examining school administrators' authentic leadership behaviors by gender variable: A meta-analysis study. Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama, 6(1).
8. Dyantyi, N., Diko, N., & Ncanywa, T. (2024). Principals' leadership competencies: Implications for educational excellence. Research in Educational Policy and Management, 6(2), 154–165. https://doi.org/10.46303/repam.2024.28
9. Grissom, J. A., Timmer, J. D., Nelson, J. L., & Blissett, R. S. L. (2021). Unequal pay for equal work?
10. Unpacking the gender gap in principal compensation. Economics of Education Review, 82, 102114. https://doi.org/10.1016/j.econedurev.2021.102114
11. Gurr, D., Longmuir, F., & Reed, C. (2021). Creating successful and unique schools: Leadership, context and systems thinking perspectives. Journal of Educational Administration, 59(1), 59–76.
12. Hassan, U. M., & Akbar, R. A. (2020). Locus of control: Teachers' neglected attribute towards students' achievement scores in facing diverse socioeconomic status. Problems of Education in the 21st Century, 78(2), 282–300.
13. Indu, & Jena, P. C. (2022). Professional commitment and locus of control: A study of secondary school teachers. Journal of Positive School Psychology, 6(9).
14. Jang, S. T., & Alexander, N. A. (2022). Black women principals in American secondary schools:
15. Quantitative evidence of the link between their leadership and student achievement.
16. Educational Administration Quarterly, 58(3), 450–486. https://doi.org/10.1177/0013161X211068415
17. Kadri, K., Mansor, A. N., & Mohd Nor, M. Y. (2022). Measuring the level of leadership competencies of principals, teachers and 21st century teacher learning and facilitating practices: Development of a questionnaire. Journal of Positive School Psychology.
18. Kıral, B. (2019). Exploring the relationship between teachers' locus of control with different variables. Educational Policy Analysis and Strategic Research, 14(2), 88–104. https://doi.org/10.29329/epasr.2019.201.5
19. Martínez Martínez, M., Molina-López, M. M., & Mateos de Cabo, R. (2021). Explaining the gender gap in school principalship: A tale of two sides. Educational Management Administration & Leadership, 49(6), 863–882. https://doi.org/10.1177/1741143220918258
20. Mert, P. (2021). Leadership characteristics of female school principals according to female teachers. International Journal of Psychology and Educational Studies, 8(4).

21. Mohanty, A. (2021). Gender difference in locus of control: A comparative study. International Journal of Indian Psychology, 9(4), 935–949. https://doi.org/10.25215/0904.089
22. Perrone, F. (2022). Why a diverse leadership pipeline matters: The empirical evidence.
23. Leadership and Policy in Schools, 21(1), 5–18. https://doi.org/10.1080/15700763.2021.2022707
24. Sánchez-Moreno, M., López-Yáñez, J., & Toussaint-Banville, M. (2023). Professional identity formation of female school principals: Gender and emotionality connections. Management in Education, 37(1), 13–24. https://doi.org/10.1177/08920206211016454
25. Sulaiman, A. A. (2023). Differences in teacher locus of control by religion, tolerance, age, gender, and teaching experience. Bulletin of Counseling and Psychotherapy, 5(1), 30–37. https://doi.org/10.51214/bocp.v5i1.467
26. Turhan, N., & Özmen, L. A. (2023). Teacher opinions concerning the leadership competencies of school principals. International Journal of Educational Research Review, 8(2), 233–243. https://doi.org/10.24331/ijere.1216259
27. UNESCO. (2024). Global education monitoring report 2024/5: Leadership in education—Lead for learning. UNESCO.
28. Vogel, L. R., & Alhudithi, A. (2021). Arab women as instructional leaders of schools: Saudi and Qatari female principals' preparation for and definition of instructional leadership.
29. International Journal of Leadership in Education, 26(5), 795–818. https://doi.org/10.1080/13603124.2020.1869310
30. Zajicek, A., Hunt, V. H., Miller, W., & Kerr, B. (2020). An intersectional approach to public school leadership: Employment patterns among principals in multiethnic U.S. school districts. The Urban Review, 52(1). [Verify DOI]