

Effect Of Innovative Leadership Prompted By Technology On Empowering English Language Teachers In Pakistan

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Abstract

This experimental study intended to compare the impact of the innovative and non-innovative approach of leadership on learning English at the school level in Pakistan. The aim was to improve the quality of English teaching by providing innovative and practical strategies to English teachers to develop a necessary mindset to conceive their own practices with technology. Participants in the experimental group were instructed through innovative leadership, while those in the control group were only taught through non-innovative leadership. After completing the course, a two-independent sample t-test was conducted to assess leadership styles to change the nature of teaching English at the school level. The results were drawn through descriptive and inferential statistical analysis for comparing groups. Results indicated that innovative leadership allowed English language teachers to have empowerment by incorporating technology into teaching in the classroom and raised student's awareness towards using technology in their study, which is expected to be the reality in several developing countries such as Pakistan. A quasi-experimental quantitative study using a pretest-posttest design will also have recommendations for developing range of teaching skills such as interpretive presentations, communication skills and personal grooming techniques at the school level in the teaching scenarios.

Keywords: Empowerment, English Language Teaching, Innovation Leadership, Pakistan

Introduction

Not much research has been done in Pakistan on teacher empowerment and the effectiveness of innovative leadership in the field of education. As positioned within the scientific paradigm, this study attempts to raise English Language teachers' awareness and empower them to have voice and become a part of the decision-making

processes in private schools in Pakistan. In order to deliver high quality English language teaching in the classrooms, there is an increasing demand of skillful, creative and qualified English teachers (Bright Network Academy, 2022). Empowerment of school teachers is the most important factor that positively influences their innovativeness (Zhu, Yao, & Zhang, 2019). This

has given rise to the questions of innovative leadership, which can play a critical role in the success of teaching English at school level. Researchers are interested in conducting this research because it is related to the importance, effectiveness and quality of language teaching. It indicates that it is important to know innovative leadership style in the schools for teachers and students to know learning language and to ensure sustained engagement throughout the performance. Also, we found some phenomenon that innovative leadership may lead the English language students to get better achievement or lower achievement. Albeit the fact, English is the most commonly used language throughout the world, and people commonly use English to communicate. English is used in America as first language and the country is still a leader in economic and technological development (Zuparova, Shegay, Orazova, 2020). Such leadership is the demand of educational institutions of today's and parallel to this innovative leaders should possess the potential of motivating the workforce to give priority to a common goal over disintegrated individual interests without expecting personal and tangible gains, thus, leadership styles and schools' goals are inter-related.

In the context of good leadership, the structure of the schools in the country is complex and not realistic, thus compromises on students' performance. In order to reduce the impact of these problems in the educational institutions, the choice of good leadership with teaching innovation is crucial (Leithwood, Louis, Anderson, Wahlstrom, 2004) to develop ability to think and being creative.

At school level, leadership development is highly demanded specifically the countries like Pakistan (Faraz, 2016) in creating a conducive environment between all stakeholders. The realization of educational goals requires effective leadership (Cole & Southworth, 2005) that may be replaced by administration. Researchers

investigated into leadership styles in practice in private schools of Pakistan, traditional authoritarian approach is prevalent and in some schools' the democratic approach with transactional leadership style where leaders make decisions while followers are those who carry out orders from above. Pakistan is going through a phase of educational reform (Nisar, 2020) that requires innovative leadership to promote equality and power balance. This critical study suggests the concept of innovative leadership as a substitute that empower English Language teachers in schools and attempts to explore the possibilities of using range of skills for language teaching as these create a powerful impact on the general improvement of students' performances (Dinham, 2005) and are valuable components of an institution. Empowering leadership through innovation can encourage English language teachers' innovative behavior by raising awareness in them. Leadership helps an institution and its members to achieve a common goal (Berestova, Gayfullina, & Tikhomirov, 2020) as it always includes some influence on others.

Innovative Leadership Style

This leadership style provides new and creative ideas and ways to solve present and coming problems to create change in the teachers' and so to a students' perception of their place as professionals in the modern world along with team work, and have mutual respect for one another. As to cultivate the technological competency in our students called for by leadership, it must be cultivated in our English language teachers at the same time. Students have a lot exposure in digital devices and technological applications as it improves learning. Berestova, Et. al., (2020) considered it as a new ways of learning. According to Saĝnak, Kuruöz, Polat, & Soyly, (2015), the most important characteristics and the demand of institutions is change.

In the context of Pakistan, the books and research in the English language teaching manifest the technological efficacy in writing. However, it does not provide systematic directions for how language teachers might develop technological knowledge and proficiency themselves for how they might begin to critically assess the potential that technology might hold for them in enhancing teaching ways personally, socially and professionally. Innovative leaders can solve current problems with a focus on the future, as they are learning leaders. These visionary leaders are committed to increasing well-being of people economically and socially and most importantly protect the society from the individualistic leadership (Sen, & Eren, 2012). It is therefore, important to move away from traditional leadership approach to innovative leadership style. According to Mahmood & Ismail, (2018) that teaching innovation and creativity is the outcome of learning when the appropriate polies are applied as teacher's interpersonal skills to make teaching lively and effective. The aims of this paper is to empower English teachers by making them part of the innovative and learning leadership. Effective innovative leadership practice depends mainly on his or her own creative skills, variety of technological competencies, knowledge of leadership, know about followers and the environmental conditions around to understand and solve the present and future problems. According to Baker-Ramos and Leslie, (2017), a teacher who has developed the presentation and communication skills will be able to vocalize language and a teacher will perceive the emotion, thought aspect of the subject, apprise speech content and make it easier to instigate a better understanding among people. Educational institutions must believe in continuous empowerment of English teachers through innovativeness as necessity and so teachers must be conversant with interpersonal skills to employ in teaching and learning and to upgrade teaching quality and effectiveness.

Without innovation, educational aims and objectives can not be achieved by the teacher nowadays (Belluigi, Alcock, Farrell, Idahosa, 2019). Innovation helps teachers to develop students' ability to think, learn, solve problems and be independent. Therefore, teachers have to apply characteristics of positive traits of communication and decision making skills through creative and effective approaches that will make learning meaningful and interesting to students. Integration of technology into teaching and learning considered to be the best approach for school teachers to enhance their skills that also help students in solving problem independently and collaboratively. Despite some challenges such as syllabus pressure, time, content issues and inadequate skills, there will be a positive effect of innovation on students' academic performance. The study in hand evaluated the effectiveness of new teaching strategies using innovative leadership behaviors versus traditional teaching strategies using traditional leadership behaviors.

Over the years, language learning strategies are defined in various forms. Students were introduced about various digital devices and soft wares such as Kahoot, Google forms and ProProfs along with dialogic teaching (Alexander, 2004). In the classrooms, teachers used technological pedagogies for teaching English language such as multiplayer games, Automated Writing Evaluation software and quizzes from ProProfs where students have the opportunity of self-assessment and they work in collaboration. Individually, every student submits a reflection on their learning experience in the classroom and in groups where they play games to learn in the digital projects. In order to improve their English language, to understand the concepts and to be confident in their English, integrating technology effectively into teaching and learning provides a perpetual stream of new ways. The current research expected to raise awareness about the effect of leadership skills in

English teachers when trying to generate better learning and teaching processes at a classroom level to empower them at the school level. Moreover, this study may highlight the importance of innovative leadership as competence in English teachers.

Research Goals

While keeping within the limitations of the study shall primarily deal with the following aims and objectives:

- To find out the effect of innovative leadership skills in English Language teaching to empower them at school level in Pakistan.
- The emphasis shall be laid on the recognition of innovative leadership characteristics to improve the quality of English language teaching and learning. Furthermore, focus shall be laid on the effectiveness of the leadership approach prompted by technology and complexity of technology integration into teaching English language in the field.
- The “Education” is one vital system that plays a remarkable role in the empowerment of English language teachers to become decision makers in private schools in Pakistan. The critical role of innovative leadership for shaping students’ perception of their place as professionals in the changing and learning world is the focal point.

Research Questions

Therefore, the main emphasis of the study within the research area of Teaching English Language and IT will be as follows: -

“What is the effectiveness of innovative leadership prompted by technology and complexity of technology integration

into teaching English language in the field?”

Research hypothesis

H₀: There is no significant difference in innovative leadership prompted by technology and non-innovative leadership for teaching English language.

Literature Review

Nowadays, leadership is related to the professional competence, as it is the ability in itself. Berestova, Et. al., (2020) commented on teacher leadership is for the reformation and quality of education and to enhance teachers’ competencies through the continuous professional development of teachers. English language teachers’ perceptions of teacher as leaders and leadership influenced their perceptions of leadership (Chien, 2020).

Arousing English language teachers' awareness of innovative leadership is crucial in the innovative leadership prompted by technology. Herrera, & Lucas, (2020) addressed five leadership skills in their study. Strong communication, active listening, innovation, commitment, and team building considered as basis of the innovative and learning leadership. Innovative and effective leaders as teachers acquire the trait of a good listener, dedication and collaboration to learn and to gain clarity towards better teaching. Innovation is another essential skill to create new ideas and to face challenges. It is also important to identify the innovative leadership skills and traits that English language teachers use in their classes. Moreover, knowledge about teaching learning practices and technological innovation are also important for the successful and effective of leadership to empower English language teachers. Lack of communication skills and information technology had always been a major challenge in educational institutions.

Thus, the trend of innovation is when particularly English language teachers is able to adopt new ways and approaches, develop concepts that motivate and stimulate interest in students to think, learn and being creative. Innovation can engage and provide students positive learning experiences in their classroom in an organized manner and teachers assist in their classes and facilitate according the need of the time to compete with peers (Belluigi, Et. al., 2019). This approach is very useful and effective to enhance the students' learning outcome and students feel competitive at all levels.

The innovativeness and communication skills of a leader are considered an underlying trait and intrinsic characteristics of the leaders' personality, which accurately predicts individuals' performance (Masrur, 2020). To add more, instructional quality is also an important factor and has a direct influence in education as teacher has a direct contact with students. Professional development of teachers is an effective form of innovative leadership. Teachers who become leaders contribute to the effective professional development by creating and adapting changes and new ideas. They revealed the innovative leadership concept that empowers teachers independently and support innovation. They create an environment of change and innovation so that participants feel themselves as empowered. According to Saġnak, Et. al., (2015) leadership affects innovative environment both directly and indirectly through empowerment.

Some researchers believed that transition to the innovative leadership is a change in which the educational institutions adopt new patterns that differ from those of the existing and previously. Teachers' competencies as a professional aspect in the process of change are the prime factor such as communication skills and creativity for the occurrence of radical change in the innovative leadership within the education system (Masrur, 2020). The initiatives generated by English language teachers, innovative leadership is

increasingly being seen as a driving force for school improvement. It is to empower English language teachers and through this empowerment, they will become decision makers. There is a need for English teachers' empowerment for better students' result and efficient teaching in schools. Thus, teachers need to increase their professional competence, capacity, efficiency and effectiveness as classroom teachers to meet the current trends. Many researchers supported the view of quality leadership and students' output depends on English teachers' competences to meet the needs of the students such as to assist them to think critically and creatively, to overcome their short comings (Chien, 2020).

Aim of this paper was to get an insight into which innovative leadership prompted by technology is the most effective in the private educational sector of Pakistan, and to determine the impact of innovative leadership skills in English Language teaching to empower them at school level as appropriate leadership was essential to high-quality education in Pakistan. Albeit the fact, teaching innovation as part of total quality assurance is considered as the most important aspect of education. Even though teachers' potential in order to improve students' academic performance has remained a contested issue in Pakistan where the awareness is not well pronounced. There is a remarkable gap in the provision of quality teachers' leadership and students' performance in Pakistan; that resulted the unqualified teachers in the schools. Developing countries particularly in Pakistan where English language is used as an official language and a gateway to success, it is essential that teachers are able to meet the needs of innovation and change (Muhammad, & Mahmood, 2007). However, despite the realization of the innovative leadership for successful teaching and learning, there is a lack of such leadership practices which support teaching and learning in schools. Thus, effective

and innovative leadership behavior fundamentally depends upon the leader's skills. In spite of the benefits associated with English language teachers' potential in schools and innovative leadership, little has been done in Pakistan to help English teachers gain empowerment through innovation such as interpersonal skills, knowledge, innovation and effectiveness (Saeed & Ahmad, 2021). The use of innovative leadership prompted by technology in schools is a welcome development in schools of Pakistan. Therefore, this paper will contribute to the educational development in Pakistan.

A strong focus on developing the leadership practices, with English language teachers expected to fit into existing scenario providing communication skills, and innovativeness to support and empower English language teachers is essential (Saeed & Ahmad, 2021). Given the empowering dimension of innovative leadership and English language teacher, are involved as active decision makers, when English language teachers actively engage in their professional development processes. The study has potential to support teacher professional development in the country in alignment with the educational visions of decision makers. It endeavors to explore the role of English language teachers' empowerment and innovative leadership as professional learning communities of today's as it related to institutional commitment, and student academic performance. The current study filled the gap in the educational private sector of Pakistan, where leadership skills and styles in English Language teaching to empower them at school level link were few and far between, which is directly related to institutional commitment, and student academic performance. Therefore, this paper discusses the critical role of innovative leadership for shaping students' perception of their place as professionals in the changing and learning world as well as to increase the school achievement.

Methodology

The study incorporated quasi-experimental research and used a pre-test post-test control group design to measure effectiveness of innovative leadership prompted by technology in an educational environment.

In order to achieve the research objectives statistical data analysis, experimental research, using SPSS ver. 25.0 (IBM, Armonk, NY, USA) was done. The experiment phase was conducted by the researchers. The students were observed by the researchers to assess the impact of innovation and to reinforce the English language teaching and learning. A quasi-experimental design was used in the study to measure the effectiveness of leadership styles. Pre-test and post-test Control group design was adopted to compare students' groups and measure the degree of change appearing as a result of intervention.

Study Design

Pre-post test scores were statistically explained with the help of t-test. The observations and evaluations were reported to assess the impact of the innovative leadership and practical teaching approaches to develop a necessary mindset to conceive their own practices with technology. Participants in the experimental group were taught and instructed through innovative leadership, whilst those in the control group were only instructed through traditional way. After completing the course, a two-independent sample t-test was conducted to examine whether both groups of participants are same and paired sample t-test assess leadership styles to change the nature of teaching English at the school level.

Sample & Population

Some demographics were observed which shows good diversity breakdown for such a small group of participants, from those who are in grade 6 students to the study. In this study 132 students of grade 6 took part.

New English teaching strategies were adopted to measure innovative leadership styles of the teachers. The intact group as study group was sought with regard to the best educational environment and the sample taken was 132 students in a private schools of Lahore, Punjab, Pakistan. The target population for this study was Divisional Public School & Intermediate College Lahore students randomly selected during the school year 2021-2022. Also, t-test was conducted to assess significance differences in

Results

terms of effectiveness of innovative leadership. A level of 0.05 was established a prior to figure out statistical significance. The total participants in this study were 132 and they were grade 8 English language students (n=132). Having run 2 independent sample t-test and paired sample t-test by utilizing SPSS, qualitative data was obtained through pretest and post tests design.

The questionnaire includes a total of 40 items each and all questionnaires were informative without any ambiguity, after pilot testing.

Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Control	68	63.68	14.863			
Experimental	64	65.42	13.313	-.709	130	.480

Table 1: Results of the t-test of Overall Scores on Pre-test of Experimental & Control Groups

In Table 1 above, it can be seen that the difference of mean score of both groups at the level of significance $\alpha = 0.05$ was almost zero. Consequently, the mean difference was not significant ($.480 > 0.05$) which indicated that

there is no significant difference between two groups and indicating that both groups are approximately equal at the beginning of treatment. For this two-independent sample, t-test was applied.

Table 2: Results of the Paired Sample t-test on the Pre-test and Post-test of Experimental Group

	Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
	Mean	SD	Std. Error Mean	Lower	Upper			
Pre & PostTest Exp.	-14.281	16.700	2.088	-18.453	-10.110	-6.841	63	.000

Paired Samples Test

Difference of mean on pre-test and post-test of treatment group is significant ($P = .000$), as shown in table 2. This simply indicates that

students adequately achieved after instructed through the new teaching methods and the difference was significant, we selected a paired samples t-test for pre-post-test of the experimental group. Based on findings above, the data analysis revealed that the mean difference of scores between pre-test and post-evaluation (-14.281) indicated that the experimental group is significantly different when comparing pre and

post-test scores ($P = .000$). As reported in the tables above innovative intervention made significant change and improvement, as the mean difference of pre and post-test scores was significant. This connotes that null hypothesis H_0 was rejected, describing that there is no significant difference between the pre and post-test mean marks of students studying through the innovative leadership.

Table 3: Results of the t-test on the Pre and Post-test of Control Group

			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)	
Mean	SD	Std. Error Mean	Lower	Upper				
Paired Differences								
Pre Test								
Experimental Group	--	19.893	2.412	-7.301	2.330	--	67	.307
Post Test								
Experimental Group	2.485					1.030		

Paired Samples Test

According to table 3, the mean difference of marks between pre and post-test (-2.485) shows that the control group has demonstrated significant (.307) improvement and enhancement in their performance in the post-test as compared to the pre-test. The result suggested that the innovative leadership is more effective and there was no significant difference between the pre and post-test mean scores.

Discussion & Conclusion

This study presented the findings of innovative leadership approach for English language teaching and learning, focusing on the effectiveness of leadership practices, teacher empowerment to raise awareness and become a

part of the decision-making processes that directly influence their instructional practices and students' academic performance. The results of the current research clearly indicated that despite the problems that effective technology integration poses for English teachers, there is hope in the powerful recommendation that teachers continue their effective teaching practices with technology that is important for English teachers for empowerment. All the teaching strategies used were the favored and preferred strategies at the school level among the students. Empowering English language teachers' and innovative leadership has a direct effect on students' performance and school achievement. Stakeholders need to choose the most efficient digital tools for the students. Special attention

should be given to English teachers skills to make learners skilled in the field.

Leadership style has proved itself for improving students' learning achievement and the teachers' abilities. It increases the English language teachers' morale and their quality of deliverance for the decision making process. Effective interpersonal skills on the part of teachers were seen. The main purpose of our study was to examine the effect of innovative leadership prompted by technology and English language teachers' competencies along with their decision-making trait at school level. In this study, the researchers explored and raised innovative leadership on the empowerment of English language teachers' in schools in Pakistan. There was found, in data analysis that innovative intervention made significant change and improvement. Students' performance increases through innovative leadership prompted by technology. The result suggested that the innovative leadership prompted by technology is more effective as reported and there was no significant difference between the pre and post-test mean scores. The study absolutely focused to demonstrate a empowerment of English language teachers as leaders should set an example by managing quality as a key strategic issue and supporting continuous improvement. Poor data, ineffective leadership and contradictory decisions can also affect students' academic outcome and ultimately schools' achievement.

Teachers need to have a strong belief in innovation and new teaching approaches so that students feel motivated in learning English. This requires large capital investment, resources and expertise in Pakistani institutions. These experiences had always been costly and limited to specific institutions to create such skilful learners but are still facing major challenges such as institutional compatibility, digital divide, lack of digital resources and lower bandwidth. It concludes that regardless of all the challenges

characterizing it, this leadership approach will benefit English language teachers and students to provide quality-learning experience to create competent and learning citizens. Thus, it makes sense to take advantage of this approach to facilitate English learning for its effective use and benefit the most from this technology.

Recommendations

There are some improvements, recommendations and suggestions that can be done in future that can be carried out about the integration of innovative leadership by English language teachers to raise their empowerment. In the light of the findings of the research paper, the following recommendations can be made:

- It is suggested that the private schools authorities in Pakistan can help and make efforts to facilitate innovation by motivating English language teachers to involve in empowering leadership.
- Efforts should be made by schools to inspire teachers with their intrinsic motivation at the workplace in order to boost the school performance and to improve quality of education in Pakistan.
- Training of English language teachers to enhance their innovative leadership style should be facilitated to provide appropriate and conclusive learning environment, and to augment their competencies, creativeness and decision-making skills rather than just management.
- Further research should focus more on longitudinal surveys or descriptive research study so that more rigorous statistical method for analysis can be applied. Thus, the effects of empowerment on English language teachers' innovation may be more effective than the experimental study.

- The communities can financially support the school authorities for adequate laboratory and classroom materials for students and teachers to promote better climate.
- Furthermore, it is recommended that research can be carried out at the higher level in future for more accurate and reliable findings as well as to get a more realistic representation of the students in Pakistan.

With the effective use of information and communication technologies in classrooms and schools, students experience 21st century technical skills, which are very useful and effective to enhance their learning. As the results of this study show, it was found that the innovative leadership style is an excellent choice for teaching all levels of students. Innovation is one element that has to be considered, because students demonstrate a friendly competition, creativity, decision-making skills and cooperative learning that the learners can benefit from this positive learning environment. To add more, it develops human capital that is adept to the changing technologies.

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