

The Role of the Director in the Process of Evaluating School Performance

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ABSTRACT

The main issue that is discussed today in schools, in educational institutions, by researchers and education experts, is the quality in education. In addition to numerous discussions on issues of educational quality, in addition to defining quality standards and criteria and in addition to establishing criteria to measure quality, the role of the director in evaluation and performance is also discussed. The research aims to document the principal's communication with teachers, in order to increase the quality of teaching for a good school. It also highlights the different communication styles that primary school leaders currently use and the relationships that prevail with their staff. For this research, the quantitative and qualitative approach was used, while the chosen model is descriptive. The quantitative and qualitative data collected from this research describe the principals' communication styles with their staff. Participants were 7 school principals and 74 teachers who were selected via purposive method from the school the research was conducted with. The results have proven that communication makes the connection between individual behavior, organizational structure and leadership. Changes in communication can be the result of educational reform, they can also be a stimulus for changes in the school and model of cooperation. Effective communication is at the center of almost every aspect of school and teacher activity because it connects the school with all important factors such as teachers, parents, the surrounding community, etc. If efficiency, quality or innovation needs to be improved, high communication skills are needed for this.

Keywords: improvement of the learning process, training of students, assimilation of knowledge, creative skills, introduction of modern methods.

INTRODUCTION

Changes in Education bring innovation and excellent performance, we are in the 21st century, which requires changes in teaching and learning to raise the quality of a European school. Starting from the actors who help to carry out the teaching process, I was motivated to do research on the topic "The role of the director in the process of evaluating school performances", a key factor that changes the climate, styles, progress, motivation, cooperation to be inspired by an excellent performance. Within the measures for the implementation of the new curricular framework, in the country, it is necessary to establish a mechanism of responsibility and accountability in educational institutions. An essential part of this mechanism is the determination of school quality criteria, respectively the basic expectation from every school operating in the Republic of Kosovo. For this reason, the Ministry of Education, Science and Technology, through the Framework for ensuring the quality of school performance, aims to: Mobilize factors inside and outside the school that enable the improvement and advancement of its

performance, through the establishment of a clear framework of expectations from school. Setting a new standard in the education system, such as school performance assessment

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and development planning through a comprehensive approach. These two aspects are decisive in the process of managing educational institutions by creating interaction between internal and external factors, in order to improve educational services for students. At the same time, such an approach increases responsibility and affects the pedagogy of the district in which the school functions as an institution of social value. In this whole process the biggest beneficiary will be the student - the first and last reason for the existence of the school. This study serves all principals, teachers, parents and students. These are some of the main actors that this type of study arouses interest in contributing in different ways so that the study is as reliable and valid as possible. Therefore, the research focuses on primary school principals and teachers. The literature used in this research is mainly from Western countries and America. Some of the limitations of this research can be singled out: the impossibility of measuring the director's role in performance evaluation only with a questionnaire; the random sampling method that reduces the generalizability of the results and the semi-open interviews for which we have no data on their reliability and validity.

School principals are responsible for balancing the requirements of the regulations from the Municipal Education Directorate and the Ministry of Education, Science Technology with the personal needs of teachers and students. This puts them squarely in the middle of a race of demands against resources - mainly time. Good school principals manage their time well and meet the demands of both parties. They learn how to communicate the requests of teachers and students to the officials of the Municipal Directorate of Education and the Ministry of Education, Science Technology and how to communicate the needs of the Ministry of Education, Science Technology and the Municipal Directorate Of Education to teachers and students. Teachers' needs cannot be met or communicated unless the principal goes into the classroom and works with the teacher. In the context of professional teacher practice, teacher mentoring usually means classroom observation. However, mentoring should not be limited to issues related to classroom observation. Mentoring can also be a professional dialogue between two colleagues (or between a principal and a teacher) aiming at identifying potential solutions to the difficulties of professional practice. In the context of mentoring that includes classroom observation, mentoring aims to strengthen the methodological skills of teachers. The classroom observation is accompanied by a pre-observation meeting and a post-observation meeting. Being a leader does not mean only being a consummate professional in one field, but it also means being a leader in the way you address others, in communication and behavior. Leaders should always be

characterized by leadership behavior, which aims to create a good climate in the organization they lead (Zylfiu and Shala, 2013). Achieving success in school, nowadays, depends significantly on communication skills with teachers inside and outside the school. Whether it is about the teaching and learning process or interpersonal relationships in the school environment, success or failure is directly related to communication skills. (Karaj & Tamo, 2003)

RESEARCH METHODS AND TECHNIQUES

The research was carried out through combined methods and instruments that are in function of data collection and processing. These methods are: quantitative and qualitative, statistical. Also, the correlative model was used to prove the raised hypothesis: The professional preparation of the school director affects the fair evaluation of the performance of the teachers in the school. It is absolutely necessary to involve parents in the process of carrying out the internal evaluation of school performance, because the role of parents is important in the process of internal evaluation at school. The director must motivate the teacher in different ways to work at school, to self-evaluate and to develop professionally, to evaluate the work done during the day, week, month and during a full school year, to praise the work with the students, to train different professional. There is cooperation between the school and the Municipal Education Directorate that work together to evaluate the institutional capacities for the management of the internal and external evaluation process of the school's performance. After the creation of the teams, the programs for raising the capacities of these teams are drawn up and implemented.

Data collection, related to my study, was done in several different sources:

Participants of the study were 7 school principals 74 teachers who were selected via purposive method from the school the research was conducted with.

Distribution of questionnaires. - Since this research was done in the seven schools of the city, then the distribution of the questionnaires was done in all the schools. The administration of each school was first informed about this. We got the approval from the directorate and then the questionnaires were distributed to all teachers of level 1-9. Questionnaires were distributed for one week.

Individual interview: Interviews were conducted with the principals of seven schools in the city. The directors responded according to the interview protocol. The interview lasted 20-30 minutes.

Research instruments for the realization of my research, the following research instruments were used: Questionnaire, interview and reliability test of questionnaires. Cronbach Alpha.

Data Analysis and Results

In order to have a successful and productive research work, in cooperation with the mentor, we have drawn up a research plan. In the research, we planned a survey with 100 primary school teachers, conducting interviews with 7 principals of primary schools in the city of Gjilan. At the beginning, I visited all the schools separately, I had a conversation with the principals of the schools where I clarified for the purpose of the research and I have received permission to distribute the questionnaires to the teachers. I received support from all the directors, helping me to distribute the questionnaires. Each school had a certain number of teachers. 100 Questionnaires were distributed in 7 primary schools and their distribution and collection took one week). After collecting the questionnaires, I also conducted interviews with 7 principals of the city's primary schools. I led the development of the interviews, according to the survey protocol. All the interviews were conducted individually, in the directors' offices and were recorded on an audio-recorder and lasted about 15 minutes. The directors have welcomed me well and have been very cooperative.

Analysis of questionnaires

Reliability test of teachers' questionnaire.

The reliability test is necessary for validating the variables that are used in the research. First, we will present the test result for the questionnaire, namely the variables of the teachers' questionnaire.

The test included 17 variables which were later used for various analyses.

Reliability Statistics

Based on the results of the Cronbach's Alpha reliability test analysis, we see that in the teachers' questionnaire, the variables that were used to validate the auxiliary research questions and the main research question, reach a reliability level of .917, which is a level of high reliability and in this form legitimizes my work and the variables that were used in the research. The number of tested variables is 17 variables. Those are the variables of the question sets.

Demographic data

The role of the director in the evaluation process of school performance, two main variables were analyzed: with the independent variable, the role of the director in the evaluation

Table: 1 Reliability analysis of the teachers' questionnaire.

Cronbach's Alpha	N of Items
.917	17

process, and with the dependent variable, the performance of teachers in the school. Statistical data processing was done with the SPSS program. After entering the data for each question. Calculations have also been made. The first stage of most of the statistical analyzes is the extraction of frequencies and percentages for individual questions, but I have also divided the questions, which show from the director's side, the teachers' evaluation mechanisms, which I have presented in several combined tables that prove the assertions of the subject teachers 74 teachers from 7 primary schools in the city of Gjilan participated in the survey It is expected that in the research the number of subjects of the female gender will prevail slightly more than that of the male gender, since in these 7 primary schools of Gjilani there were (54%) female teachers and (46%) male teachers . This shows that the gender difference is evident even within schools where the number of female teachers is significantly greater than that of male teachers. From these data we can say that women like the teaching profession more than men (Chart 1).

Regarding the age of the teachers, the composition of the sample is in almost equal proportion under the age of 25 and with that of the age of 41 to 50 years, while the age that dominates is the age of 31 to 40 years, so the sample participants meet a relatively young age (Chart 2).

Regarding the position of teachers, the composition of the sample has obvious differences between subject teachers and classroom teachers, so the position of subject teachers is preferred by 76% and classroom teachers by 24% (Chart 3).

According to the experience of the teachers, it can be seen that the largest percentage of teachers in primary schools has experience of 10-20 years or 37% of the respondents and

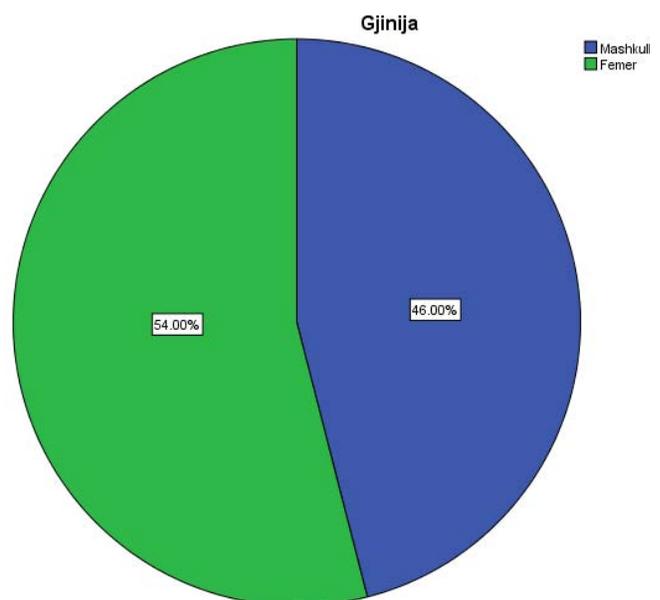


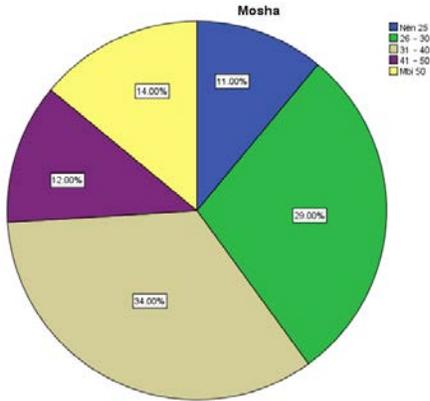
Chart 1: Gender of participants (in %)

more than 3-10 years or 27%, then come the teachers with less than 3 years or 24%, 30-20 years of work experience with 11% and the smallest number are the teachers with experience over 30 years, with 1% of the surveyed teachers. It follows that

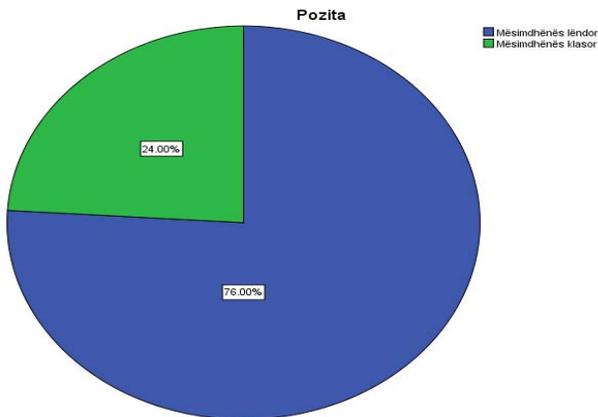
most of our teachers belong to the category of professionals with significant experience (Chart 4 and 5).

In the statement that the governance mechanisms are functional and effective in representing the interests of the school community and the teachers, they answered that they do not know, 15% stated that they do not agree at all, agree and 4% stated that they do not agree, 15% stated that they agree and 54% of teachers fully agree (Chart 6).

The school's development priorities reflect its vision, the needs of students and the results of self-assessment, we see that 4% of teachers answered that they do not know, 8% stated that they did not agree at all, 12% stated that they did not agree and 5 stated that they agreed. and 60% of teachers completely agree 24%. The director constantly monitors the work of the teachers, we see that 4% of the teachers answered that they do not know, 4% say that they do not agree at all, 7% say that they do not agree and 56% declare that they agree and 29% of teachers agree completely (Chart 7).



Graph 2: Age of participants (in %)



Graph 3: Position of participants (in %)

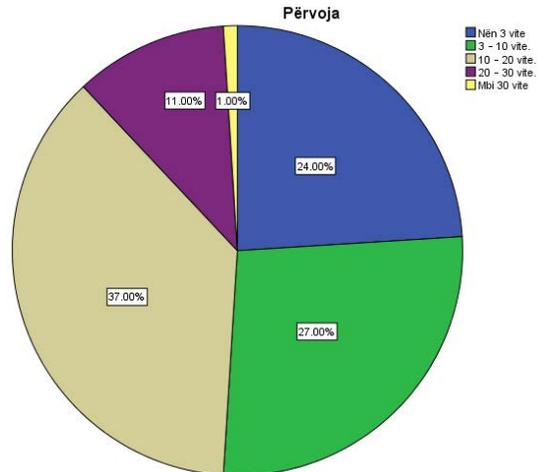
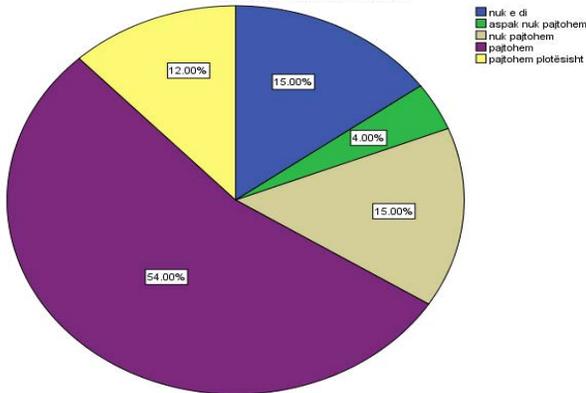


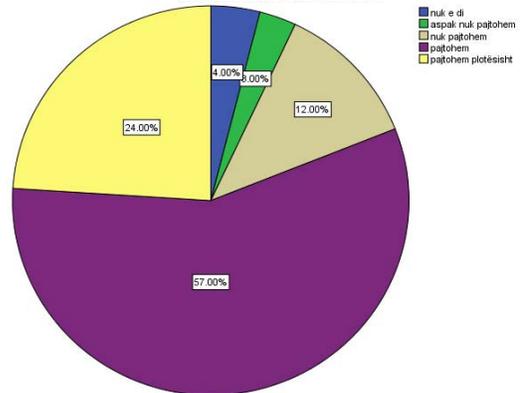
Chart 4: Participants' experience (in %)

Mekanizmat e qeverisjes janë funksional dhe efektiv në përfaqësimin e interesave të komunitetit të shkollës



Graph 5: Governance mechanisms are functional and effective in representing the interests of the school community and teachers (in %)

Prioritetet e zhvillimit të shkollës e pasqyrojnë vizionin e saj, nevojat e nxënësve dhe rezultatet e vetëvlerësimit



The director plans the process of internal evaluation of the teachers' performance, we see that 5% of the teachers answered that they do not know, 1% say that they do not agree at all, 9% say that they do not agree and 54% declare that they agree and of the teachers agree completely 30%.

The director supports the teacher and offers recommendations in the design of the plan for improvement according to the recommendations from the internal and external evaluation of the teacher's performance, we see that 3% of the teachers answered that they do not know, 3% say that they do not agree at all, 10% say that they do not agree and 55% declare that they agree and 30% of teachers agree completely (Chart 8 & 9).

The director uses different sources of information as objectively as possible in evaluating school performance, we see that 6% of teachers answered that they do not know, 1% state that they do not agree and 12% state that they agree 54 and 28% of teachers fully agree.

say that they do not agree at all, 10% say that they do not agree and 55% declare that they agree and 28% of teachers agree completely (Chart 10).

The director informs you that they will monitor your lesson, we see that 6% of the teachers answered that they do not know, 6% say that they do not agree at all, 10% say that they do not agree and 52% say that they agree and that the teachers agree completely 26%. The assessment of students' achievement in mastering the competencies at the end of the curricular levels is administered effectively and is based on evidence. answered that they do not know, 5% state that they do not agree at all, 1% state that they do not agree and 12% state that they agree 54 and 28% of teachers fully agree.

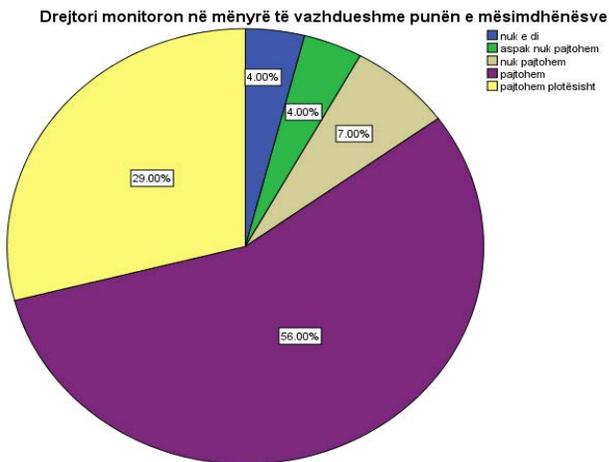


Chart 6: The school's development priorities reflect its vision, students' needs and self-assessment results (in %)

Drejtori përkrah mësuesin dhe ofron rekomandime në hartimin e planit për përmirësimin sipas rekomandimeve nga vlerësimi i brendshëm dhe ai jashtëm i performancës së mësimit dhe mësuesit

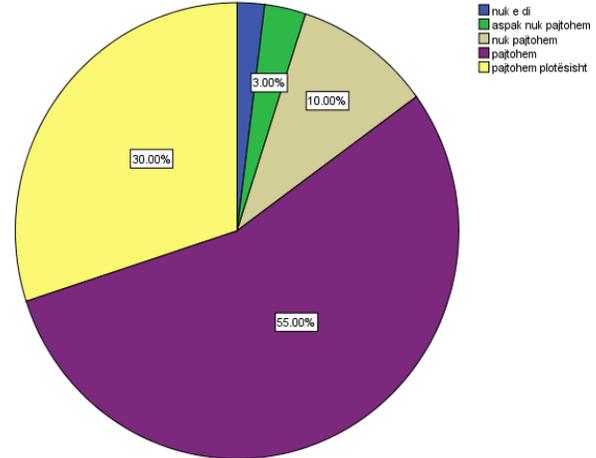


Chart 8: The director supports the teacher and offers recommendations in the design of the plan for improvement according to the recommendations from the internal and external assessment of the teacher's performance (in %)

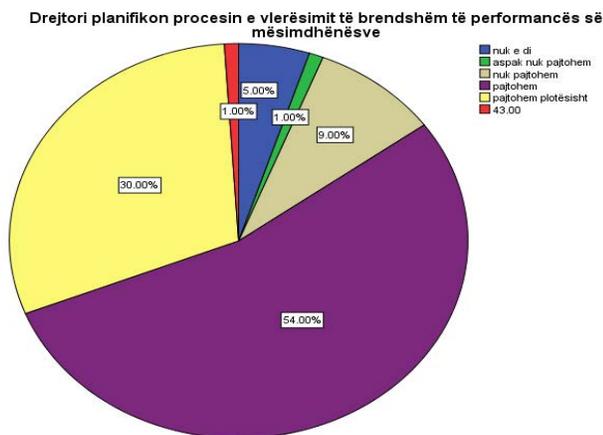


Chart 7: The director plans the process of internal assessment of teachers' performance (in %)

Drejtori shfrytëzon burime të ndryshme të informacioneve në mënyrë sa më objektive për vlerësimin e performancës së mësimit dhe mësuesit

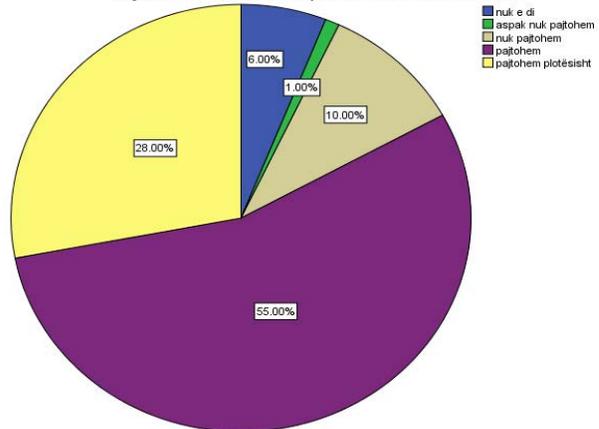


Chart 9: The director uses different sources of information as objectively as possible (in %)

In this part, we have analyzed the average level of responses and the standard deviation as two important statistical elements, through which we can understand on average what is the opinion of the teachers and to what extent the response has deviated in each of the following statements in relation to cooperation in between teachers and the director, The role of the director in the process of evaluating school performance. Based on the results of the analysis, we see that in the statement that the School has a strategic focus on the development of students' competencies, we have an average of 3.92 and a high deviation of 1.001, in the statement that the Director continuously monitors the work of teachers, we have an average of 4.02 and DS of 0.942, the statement that the Director plans the process of internal evaluation of teachers' performance, we have an average of 4.43 and DS of

1.037, in the statement that the Director supports the teacher and offers recommendations in the design of the plan for improvement according to the recommendations from the internal and external evaluation of the teacher's performance, we have an average of 4.08 and DS of 0.837, in the statement that the Director uses different sources of information in the most objective way in the evaluation of school performance, we have an average of .83 and DS of 0.984 , in the statement that the Principal informs you that they will monitor your lesson, we have an average of 4.29 and DS of 0.968, in the statement that the school management includes students, parents and teachers in the planning of ZhPM, we have an average of 4.07 and DS of 0. 923. The lowest mean in the statements of the teacher evaluation question set is 0.83 with a SD of .065, the overall mean is 25.64 with a SD of 9.663 and the highest mean is 4.43 and a SD of 4.008. Based on these data, we can say that, at least, the teachers have estimated that: The director uses different sources of information as objectively as possible in evaluating school performance, that is, with an average of 0.83 and DS .065, while mostly the teachers have evaluated the Director plans the internal evaluation process of the teachers' performance, with an average of 4.43 and DS of 4,008.

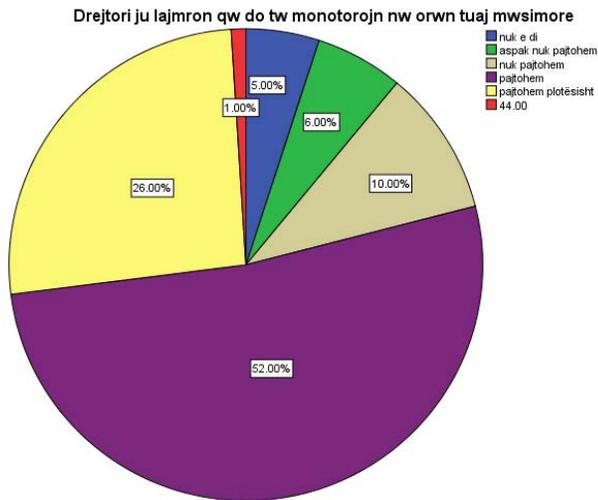


Chart 10: The director informs you that they will monitor your lesson (in %)

Based on the results of the analysis, we see that in the statement Governance mechanisms are functional and effective in representing the interests of the school community, we have an average of 3.44 and a high DS of 1.217, in the statement Professional bodies of the school are functional and effective in implementation of integrated learning, we have an average of 3.85 and a low DS of 0.857, in the statement that the school's development priorities reflect its vision, the needs of students and the results of self-assessment, an average of

Table 2: Descriptive analyses, the second part of the teachers' questionnaire for the evaluation of teachers by the principal.

<i>Evaluation of teachers by the director.</i>	<i>Average</i>	<i>STANDARD DEVIATION</i>
The school focuses on the development of students' competencies in its strategic orientation	3.92	1.001
The director constantly monitors the work of the teachers	4.02	0.942
The director plans the process of internal evaluation of teachers' performance	4.43	4.008
<i>The director supports the teacher and offers recommendations in the design of the plan for improvement according to the recommendations from the internal and external assessment of the teacher's performance</i>	4.08	0.837
The principal uses different sources of information in the most objective way possible in evaluating school performance.	0.83	0.984
The principal informs you that they will monitor your lesson	4.29	0.968
School management involves students, parents and teachers in the planning of ZhPM	4.07	0.923
Overall mean / Standard Deviation	25.64	9.663

Table: 3: Descriptive analyses, the third part of the questionnaire for teachers' evaluation mechanisms.

<i>Teacher evaluation mechanisms</i>	Average	STANDARD DEVIATION
Governance mechanisms are functional and effective in representing the interests of the school community	3.44	1.217
The school's professional bodies are functional and effective in implementing integrated learning	3.85	0.857
The school's development priorities reflect its vision, students' needs and self-assessment results	3.94	0.919
The school focuses on the development of students' competencies in its strategic orientation	3.96	1.024
Assessment of students' achievement in mastering competencies at the end of the curricular steps is effectively administered and based on evidence.	3.99	0.948
Overall mean / Standard Deviation	16.18	4.965

3.94 and a low DS of 0.919, in the assertion that the School focuses on the development of students' competencies in its strategic orientation, we have an average of 3.96 and a high DS of 1.024. The evaluation of students' achievement in mastering the competencies at the end of the curricular steps is administered effectively and is based on evidence, we have an average of 3.99 and a low SD of 0.948.

CONCLUSION AND RECOMMENDATIONS

Based on the review of the literature and the analysis derived from the research, we can draw the following conclusions and recommendations:

The research was carried out in the schools of the city of Gjilan, "Selami Hallaqi" - Gjilan, "Musa Zajmi" - Gjilan, "Abaz Ajeti" - Gjilan, School lower secondary school "Rexhep Elmazi"-Gjilan, lower secondary school "Thimi Mitko"-Gjilan, lower secondary school "Zija Shemsiu"-Gjilan, lower secondary school "Nazmi Hoxha". The number of participants in the research is a total of 100 teachers and 7 principals of the schools included in the research.

The data were collected through questionnaires with teachers, while the principals were interviewed through a semi-structured interview. Initially, to prove the validity of the questionnaires for teachers, the reliability test was done through the SPSS program, otherwise known as Cronbach's Alpha. For the teachers' questionnaire, Cronbach's Alpha is .880, which are known as high levels of reliability. This test has enabled us to develop data analysis through the SPSS program.

Based on the results, we see that we have 7 schools in which the research was carried out, from each school we have 18 respondents, namely teachers. female than male, since in these 7 primary schools of Gjilani there were (54%) female teachers and (46%) male teachers. The ratio according to age is in almost equal proportion under the age of 25 and with

that of the age of 41 to 50 years, while the age that dominates is the age of 31 to 40 years, so the sample participants meet a relatively young age. Regarding the position of teachers, the composition of the sample has obvious differences between subject teachers and classroom teachers, so the position of subject teachers is preferred by 76% and classroom teachers by 24%.

According to the experience of the teachers, it can be seen that the largest percentage of teachers in primary schools has experience of 10-20 years or 37% of the respondents and more than 3-10 years or 27%, then come the teachers with less than 3 years or 24%, 30-20 years of work experience with 11% and the smallest number are the teachers with experience over 30 years, with 1% of the surveyed teachers. It follows that most of our teachers belong to the category of professionals with significant experience. Regarding the evaluation of the teachers by the director, we see that we have an evaluation above the average, but this can also be seen as a lack of debates and discussion in meetings with the directors, since based on the results of the discussions or debates in the meeting they are not influential in influencing the improvement of quality in the school.

In the third group of questions in the teachers' questionnaire, we see the mechanisms of teacher evaluation, as well as healthy reports that affect the positive climate in the school, which climate makes the school friendlier for all teachers. The results of the evaluation of teachers are higher, the research proves that the evaluation of the performance of teachers affects the improvement of the quality in the school. From this we can say that it would be necessary to create trust and awareness for discussions in meetings with teachers regarding the evaluation process both from the director's side and the evaluation of their performance. For their realization, a better organization would be needed. benefit of all school

stakeholders. As we can see, the factors that influence the rise of teachers' performance, which affects the good of the school and teachers in general, are: communication, cooperation, school climate, monitoring, inclusiveness and training, all these teachers' opinions which they say can affect and are now affecting the effective cooperation between school leaders, for improving the performance of teachers. Therefore, the lack of these factors leads to the hardening and poor communication relations between the teacher-director parties.

The study shows that teachers widely accept the relationship that exists between the principal's communication skills and their motivation. Most of the teachers admit that effective and correct communication with the principal boosts the teachers' motivation for work. Only a small number of teachers fail to see any connection between motivation and the way they communicate with the principal. In fact, most of the teachers have expressed that the cooperation between the director and the school staff is at a high level and this has had a positive effect on the increase in the results of their work, which affects the assessment of their performance, precisely thanks to motivation. . The above data show that the level of teacher-director cooperation is at desired levels. From the results of the questionnaires, in the open questions, we understand that the overwhelming majority of teachers have expressed that the teacher evaluation mechanisms used by the director have an impact on the creation of good reports as well as on the cooperation of all school activities. Bearing in mind that these mechanisms used by the director in communication for evaluation with the school staff result in the improvement of quality in the school, as well as a positive climate in the school. Based on what was said above, we can conclude that communication is a key factor for evaluating teachers' performance.

From the interview with the school principals, we see that the principals, despite the evaluation and cooperation with the teachers, are not sufficiently satisfied with the success and improvement of the quality in the school. They state that cooperation with teachers is not lacking, but there are several factors such as: reporting, evaluation and self-evaluation as well as discussion in debates in their meetings, which influence the undesirable increase in quality in the school - in the non-realization of the latter. There are cases when teachers are not in meetings, so their information about the decisions that have been taken remains incomplete and this affects the lack of interest of teachers to participate, so here we are dealing with a poor level of planning and professionalism. In the end, the school principals expressed that there should be as many meetings with teachers, either individual or group meetings, to strengthen communication with the heads of professional activities in order to implement all the changes or planning in school work that have a positive effect in evaluating the performance in raising

the quality in the school. From the presented results, we can say that the mutual communication of teachers within the school, without a doubt, is one of the primary factors in increasing the performance of teachers and the following of trainings by teachers, these influence the creation of a working climate in school. The teacher's communication with the school director creates facilities in the effectiveness of the teachers' work. Communication with the head of the school enables teachers to receive information more easily and transmit requests related to the evaluation of their performance with their material and professional needs, but also of other natures. So, the good communication of the teacher with these factors that make up the "visible" structure of the school, is one of the most important factors of his motivation in his teaching work and in the school and extracurricular activity that has to do with the educational process and educational.

RECOMMENDATIONS

Based on the conclusions reached, as well as on their discussion, this study presents some recommendations:

- That the principals of primary education schools know well the competences of evaluating the performance of teachers, in order to motivate their teachers for more successful work at school;
- To organize trainings for the principals and teachers of primary education, in order to have more complete knowledge of the strategies for evaluating the performance of teachers and the school, which have a great impact on the teaching process and on learning in the lesson;
- To include parents in the process of internal evaluation of school performance, because the role of parents is important in the process of internal evaluation at school.
- To increase cooperation with the MUNICIPAL EDUCATION DIRECTORATE for the evaluation of institutional capacities for the management of the process of internal and external evaluation of school performance.
- Formation and creation of working teams for the design and planning of programs for raising the capacities of these teams for the evaluation of the performance of teachers and the school.

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