SUMMARY

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Introduction

Education plays a crucial role in human resource development as it is considered a pathway to overcome the social and economic barriers towards development. The steps taken by the government in form of universalization of education, free school education, mid-day meal scheme, setting minimum qualifications for teachers, and launching various schemes such as Samagra Shiksha Abhiyaan, various scholarship schemes, etc. promote equity, excellence, and inclusion in the education system. These efforts have promoted the quality of education in terms of rise in enrolment and fall in dropouts at various levels of school education. However, the quality in form of achieving learning outcomes by students is still not widely evident as reported by ASER,2017. Evidence shows that the learning outcomes of school students are below their grade level. The schools are the primary unit to work towards strengthening the education system and therefore, the performance of the schools rests upon the effective and efficient functioning of schools for the attainment of educational goals. Effectiveness means the accomplishment of the school objectives and efficiency means the achievement of objectives in a timely and well-defined manner. A school is considered effective and efficient if it performs better in certain aspects when the performance is compared with other schools (Malowski, 2001). The academic performance of schools is considered the key element in education (Rono, 2013) and is the center around which the whole education system revolves. The main stakeholders of the school are students, teachers and administration community, parents, and the social community. The role of all these stakeholders is significant in building a sound educational institution. The rate of success or failure of an institution is determined by

the student's performance (Abaidoo, 2018). Both parents and schools have higher expectations for the academic performance of students, as it is believed that good results lead to good options for career and future society (Narad & Abdullah, 2016). As academic performance is one of the components of academic success, the factors that influence the academic performance of schools are socioeconomic status, temperament of students, motivation of students, and parental and peer support (Masud, et. al., 2019). The socioeconomic status of students, academic performance of students, qualified teachers, motivated teachers, the leadership style of principals, and physical and working conditions of school are some of the determining factors of school performance (Mattar, 2012). However, students' academic performance is affected by different kinds of factors such as leadership in schools, socioeconomic status of students, student and teacher relationships, school environment, methods of teaching, etc (Atchia & Chinapah, 2019). The framework of school performance provides a pathway to look at and measure the performance of school using academic performance, socio-emotional development, and school culture. As per this framework, 60% of weightage is given to academic performance and 40 % of the weightage is given to school culture and climate, and socio-emotional learning. IIEP, UNESCO reports that after classroom instruction, school leadership is the second important factor that influences the students learning.

School leadership is an essential factor that helps in developing a strong school culture (Tarun and Bektas, 2009). A vital role is played by school leadership in building the relationship between the school and the community (Fullan, 2010). School leadership helps both students and teachers to learn continuously in their academic carrier and adapt themselves to the changing circumstances. After classroom

instruction, school leadership is the second factor that affects the students learning. The teaching learning process is improved by the school leadership indirectly and most strongly through the motivation of the teachers, ability, and working conditions (Leithwood, Harris & Hopkins,2019). The leadership in schools works as an agent for improving the learning of the students. The job satisfaction of teachers is also affected by the school leadership (Shah & Khan, 2018).

The leadership in schools is considered significant as it has been addressed by the various policy documents. In the document of NISHTHA, it has been highlighted that the quality of education has been improved by the school leadership. As per the national education policy, 2020 school leadership plays an important role in transforming and improving the education system. The national council of school leadership was formed in the year 2012 at NIEPA for bringing transformation to the schools in the country. For bringing the transformation in the schools NCSL is focusing on the leadership requirements. NCSL- NIEPA is conducting leadership training programs at the national and state level for improving school education in the country. So it is an important area that needs to be researched and is the need of the hour.

Therefore, it has been found that among the various factors that affect the performance of schools, leadership practices, and school culture play an essential role in affecting the performance of the schools.

Significance of the Study

The development of a nation depends upon the availability of its resources. These resources include both humans as well as natural resources. Human resources include a population having skills and knowledge that can only be developed through a well-

developed system of education. The foundation of this education begins at the school level. Looking for the performance of these schools in our country it is far from better. No doubt few States have done better but the majority lies in the bottom end as per the report of NCERT (NCERT, 2017). Though the share of GDP in the education sector since the last decade has increased and in the financial year, 2021-22 its share was 3.1% which is not bad (Economic Survey,2021) but looking towards the learning outcome of the school they are in a dismal state. As per the report of NAS (National Achievement Survey) Jammu and Kashmir occupied almost the bottom position in the list of 34 states and union territories of India in terms of their performance. It is ranked 32 among 34 States and UTs (NCERT, 2017).

The importance of school leadership has been addressed by the various policy documents. The NCSL document of NIEPA is talking about the capacity building programs for improving the school leadership and various training programs are conducted at the national, state, and district levels for the school principals. The main focus of the National Council for School Leadership is to bring the transformation of the schools in the whole country. NISHTHA is the largest programme of training for teachers and it aims to build the competencies of the school leaders by giving training to all school leaders and teachers and organizing integrated training programmes. The national education policy 2020 is talking about providing online opportunities for development and organizing workshops for school leaders for improving their skills in leadership continuously. So, the school leadership is such an area that has national level importance for improving the school education and bringing transformation to the school education system.

The success or performance of the school depends upon a large number of factors. The leadership practices, school culture, and professional capital are the main factors that affect the performance of a school so it is here essential to study the association between practices of leadership, professional capital, and school culture in the schools showing high and low performance to see what kind of practices are adopted in schools showing high and low performance i.e, can the practices adopted in the high performance should be adopted in the schools of low performance for their betterment because the overall effect of leadership on the students learning accounts for about one fourth of the total effects of the school(Leithwood, Louis, Anderson and Wahlstrom, 2004). All the practices of leadership are used more frequently by the heads of schools showing high performance as compared to the heads of schools showing low performance. It was also found that two practices of leadership such as inspiring the shared vision and challenging the process were used by the leaders in high performing schools that have the highest impact on academic achievement (Quin, Deris, Bishop & Johnson, 2015). The leader of the school plays a very crucial role in shaping the culture of the school. The school culture in turn is also significant in determining the performance of a school. The culture of the schools is based on the values and history of the school, and the ability of the leader to make changes and renovate the school culture (Turan & Bektas, 2013). It has been found that the association between school culture and the job satisfaction of teachers is significant (Abdullah & Arokaisamy, 2016). However, it has also been found that with the strengthening of school culture, the rate of alienation among teachers goes on to decrease (Korumaz, Kilic & Kocabas, 2020). Moreover, it has been observed that the relationship between practices of leadership and school culture is significant (Turan & Bektas, 2013; Quin, Deris, Bishop & Johnson, 2015). It was also depicted that a

significant relation was observed between the academic performance of students and school culture (Quin, Deris, Bishop & Johnson, 2015). It was also found that the relationship between transformational leadership and the culture of schools is significant (Martin, 2009; Quin, Deris, Bishop & Johnson, 2015). So, going through these studies it has been found that school leadership affects all the aspects of school being the school culture and professional capital which in turn affects the different school aspects such as school performance in terms of academic performance. Therefore, it has been found necessary to see the relation between school culture, leadership practices, and professional capital and to see how these factors are affecting the school performance.

Significant research has been done on various aspects of schools but not much is known about the leadership practices adopted by the low and high performing schools and their relation with school culture and professional capital. Therefore, the study is undertaken to address the research problem stated as "A study of leadership practices of high and low performing schools with professional capital and school culture".

Statement of the problem

Efforts are being made for creating a school culture that helps in bringing the changes conducive to school improvement. The school culture is such an area that affects the process of teaching and learning, job satisfaction of teachers, teachers, and students' well-being, and other related aspects. In this connection, the role of a leader is very important for shaping appropriate school culture. School leadership practices play a crucial role in developing a strong culture in schools. It has been found that school culture is such an area that is essential in bringing success to the school, so here it is

essential to have a complete understanding of the practices of the leadership of school heads and their role in developing a positive culture in schools. The leadership practices also affect the professional capital in the schools and further, the good professional capital leads to increasing the performance of the schools.

On the basis of the above discussion and the importance of the study, the problem is stated as: "A study of leadership practices of the high and low performing schools in relation to professional capital and school culture."

Operational definitions of the key terms

Leadership Practices

Leadership Practices are the combination of various techniques which the leader uses for achieving the expected outcomes. It may also be defined as the way of pursuing some work or the course of action adopted by the leader.

High Performing Schools

The schools showing consistent high academic performance in the previous three years were considered as high performing schools. In this study, the result of 11th and 12th classes was used to identify high performing schools. The schools showing consistent high academic performance three or more times from the year 2018 to 2020 were considered high performing schools.

Low Performing Schools

The schools showing consistent low academic performance in the previous three years were considered as low performing schools. In the present study, the results of the 11th and 12th classes were used to identify low performing schools. The schools showing

consistent low academic performance three or more times from the year 2018 to 2020 were considered low performing schools.

Professional Capital

The present study adopts the definition of professional capital given by Hargreaves & Fullan (2012 in their book, "Professional Capital: Transforming Teaching in every school". In accordance with the study of Hargreaves & Fullan (2012), professional capital constitutes three types of capital-social, human, and decisional capital. Human capital includes the capacity or the talent within the individual. Social capital includes the interaction power within the groups. Decisional capital includes the power or capability to taking the decisions. Therefore, professional capital is said to be a talent that is invested, accumulated, and distributed to yield continuous growth and strong returns.

School Culture

School Culture is a type of environment created in an educational institution. The stream of values, norms, beliefs, rituals, and traditions built up in a school over time are identified as its school culture. It is defined as the shared ideas, values, beliefs, and assumptions that give an institution its identity and standard for acceptable behaviour.

Objectives of the Study

1. To identify the leadership practices prevailing in the high and low performing schools.

2. To identify the school culture of the high and low performing schools

3. To identify the professional capital of the high and low performing schools.

4. To find out the relationship between leadership practices and the school culture of high and low performing schools.

5. To find out the relationship between leadership practices and professional capital of high and low performing schools.

6. To find out the relationship between school culture and professional capital of high and low performing schools.

7. To study the difference between the leadership practices of high and low performing schools.

8. To study the difference between the school culture of high and low performing schools.

9. To study the difference between the professional capital of high and low performing schools.

10. To study the effect of leadership practices on the school culture and professional capital of high performing schools.

11. To study the effect of leadership practices on the school culture and professional capital of low performing schools.

Hypotheses of the Study

$H_{1.1}$ Leadership Practices and School Culture of high performing schools are not related to each other.

$H_{1.2}$ Leadership Practices and the School Culture of the low performing schools are not related to each other.

$H_{2.1}$ Leadership Practices and the Professional Capital of the high performing schools are not related to each other.

$H_{2.2}$ Leadership Practices and the Professional Capital of the low performing schools are not related to each other.

$H_{3.1}$ School Culture and the Professional Capital of the high performing schools are not related to each other.

$H_{3.2}$ School Culture and the Professional Capital of the low performing schools are not related to each other.

H_4High and low performing schools adopt same Leadership Practices.

H_5 School Culture of high and low performing schools doesn't differ from each other.

H_6 Professional Capital of high and low performing schools doesn't differ from each other.

H_7 There is no significant effect of Leadership Practices on the School Culture and Professional Capital of high performing schools.

H_8There is no significant effect of Leadership Practices on the School Culture and Professional Capital of low performing schools

Delimitations of the Study

1. The study is geographically delimited to only government secondary schools of two districts i.e. Kulgam and Anantnag of the Kashmir division of Jammu and Kashmir.

2. The schools were further delimited to high and low performing schools only based on their performance in the last three years (2018-2020) measured using data provided by the Jammu and Kashmir Board of School Education.

3. The participants or respondents of the study are delimited to only 300 teachers and principals of high and low performing schools in Kulgam and Anantnag districts in Jammu and Kashmir.

Research design

The research design of the study helps the researcher in collecting, analyzing, and interpreting the data (Creswell, 2011). The research design stands for the advanced planning of the collection of data and the use of statistical techniques for analyzing the data keeping the objectives of the study into consideration. It is a type of blueprint for collecting, analyzing, and interpreting the data (Kothari, 2004). A research design is considered valid when it decreases the biases and increases the reliability of the collected and analyzed data (Kothari, 2004). The present study is quantitative and a descriptive cum survey design has been adopted in this study. This method was used for determining the present existing conditions. This type of design describes the population, situation, and phenomenon that is being studied. It answers the what, when, how, and where type questions rather than the why type questions.

Population of the study

In scientific terms, the population is defined as a group of persons belonging to a particular species. This means that a population is a group of persons having the same or similar characteristics. The present study focused on leadership practices, school culture, and the professional capital of the schools showing high and low performance.

In this context, the researcher has taken the data from the teachers and principals working in the schools showing high and low performance in order to see what type of leadership practices, school culture, and professional capital were adopted by these schools and to study the difference between them. The population of the present study consists of teachers and principals working in the senior secondary schools of high and low performance in districts Anantnag and Kulgam in the Kashmir division of Jammu and Kashmir union territory. The performance of the schools was determined by checking the 2018 to 2020 results of classes 11th and 12th from the gazettes of the respective years provided by the "Jammu and Kashmir Board of School Education". The researcher prepared the list of the schools showing high and low performance on the basis of the last three years' results of the 11th and 12th classes respectively. The schools showing consistently high academic performance in at least three or more than three annual results of 11th and 12th class (the researcher obtained six result sheets of every school, three each for 11th and 12th class respectively) were considered as high performing schools and the schools showing consistent low academic performance three times or more were considered as low performing schools. In this criterion, the researcher selected 21 schools from the two districts with 6 schools from district Anantnag and 15 schools from district Kulgam. Among the six schools of district Anantnag, four schools were high performing and two schools were low performing. Among the fifteen schools of district Kulgam, eight schools were high performing and seven schools were low performing. The total number of schools in Jammu and Kashmir is 28000 including government and recognized private schools. Out of these, 23000 are government schools and 5000 are recognized private schools. The number of teachers working in the government schools of Jammu and Kashmir is 107445 (Jammu and Kashmir SCERT, 2021). The number of teachers who are working in the

government schools of the Kashmir division of Jammu and Kashmir is 65000. In the Anantnag district, the total number of teachers working in the government schools is 7977 and in the Kulgam district, the total number of teachers working in the government schools is 3492 (Jammu and Kashmir SCERT, 2021). The number of teachers who are working in the high and low performing schools of districts Anantnag and Kulgam is 405.

Sample of the study

The researcher selected a sample from the south Kashmir region of the Kashmir division of Jammu and Kashmir Union Territory. The south Kashmir region consists of four districts Anantnag, Pulwama, Kulgam, and Shopian. The districts which were selected by the researcher are Kulgam and Anantnag from the south Kashmir region of the Kashmir division. The researcher used simple random sampling for the selection of the districts. The researcher has used purposive sampling for the selection of the schools showing high and low performance. The sample in this study was selected by a simple random sampling technique. The sample of the study consisted of 300 respondents. Among the sample of 300 respondents, 279 were teachers and 21 were principals. Among the 279 teachers, 156 teachers were taken from the schools showing high performance, and 123 teachers were taken from the schools showing low performance. The percentage of the teachers included in the sample is 68.88 % of the total population. Among the 21 Principals, 12 principals were taken from the high performing schools, and 9 principals were taken from low performing schools.

Selection of the tools

This is an important step while conducting research as the selection of reliable and valid tools helps in deriving good data for better results. Precisely, a good tool helps in avoiding garbage in and garbage out situations. The questionnaire on the leadership practices was developed by the researcher himself. The questionnaire on School Culture is the adapted version of the School Culture Survey by Grunert and Valentine (1998). The third Questionnaire is on the variable Professional Capital developed by Hargreaves and Fullan (2012).

Statistical techniques used

It is one of the necessary steps in the process of research. It is essential to use the appropriate statistical techniques for the analysis of data otherwise it will be a futile exercise and will not give the required results. The statistical techniques used in this study for the analysis of data are as follows:

1. Correlation

2. Regression

3. t-test

4. Principal component Analysis

Findings of the study

1. Dimension-1 is the effective dimension of leadership practices in high performing schools and 23.29 % of the variance in leadership practices of high performing schools is explained by the dimension -1. Dimension-1includes instructional support, collaboration, and cooperation, professional development, leader acting as a role model and a vision for the school.

2. Dimension-1 and dimension-2 are the effective dimensions of leadership practices in low performing schools. 22.58 % of the variance in leadership practices of low performing schools is explained by the dimension -1 and 6.81 % of the variance in leadership practices of low performing schools is explained by dimension-2.Dimension-1 includes collaboration and cooperation, professional development, involvement of the staff, leader acting as a role model. Dimension-2 is represented by supervision of school activities and providing autonomy to the teachers

3. Dimension-1 is the effective dimension of school culture in high performing schools. 30.41 % of the variance in school culture of high performing schools explained by dimension -1. The dimension-1 includes collaboration, cooperation, following a single path, commitment, and involvement.

4. Dimension-1 is the effective dimension of school culture in low performing schools. The above result shows that 28.34 % of the variance in a school culture of low performing schools is explained by dimension -1. The dimension-1 includes collaboration, cooperation, working in a single direction, commitment and involvement.

5. Dimension-1 and Dimensoion-2 are the effective dimensions of professional capital in high performing. 25.72 % of the variance in professional capital is explained by the dimension -1 and 12.85 % of the variation is caused by dimension-2 in professional capital of high performing schools.Dimension-1 is represented by talent and expertise, way of working, way of taking decisions and dimension-2 is represented by professional development and providing opportunities.

6. Dimension-1 and Dimension-4 are the effective dimensions of professional capital in low performing schools. 30.19 % of the variance is explained by dimension -1 and 5.21 % of the variance is explained by dimension-4 in professional capital of high performing schools. Dimension-1 includes support and talent, working together, and ways of taking decisions. Dimension-4 is represented by professional learning opportunities.

7. The leadership practices and school culture of high and low performing schools are related to each other.

8. The dimensions of leadership practices and school culture of high and low performing schools are related to each other.

9. The leadership practices and professional capital of high and low performing schools are related to each other.

10. The dimensions of leadership practices and professional capital of high and low performing schools are related to each other.

11. The school culture and professional capital of high and low performing schools are related to each other.

12. The dimensions of school culture and professional capital of high and low performing schools are related to each other.

13. The leadership practices of high and low performing schools are different.

14. The dimensions of leadership practices of high and low performing schools are different.

15. The school culture of high and low performing schools is different.

16. The dimensions of school culture of high and low performing schools are different.

17. The professional capital of high and low performing schools is not different.

18. The dimensions of professional capital of high and low performing schools are not different.

19. There is effect of leadership practices on the school culture of high and low performing schools.

20. There is no effect of leadership practices on the professional capital of high and low performing schools.

Educational implications

For principals

NCSL- NIEPA and NISHTHA have designed school leadership training programmes and organised various leadership development programs for Principals all over India to build their knowledge and skills in areas related to learner achievement, innovative teaching-learning practices, collaboration with stakeholders, professional development, administrative-managerial work, and resource management of schools. Their training modules extensively cover the important areas of school leadership and are designed to build the quality of leadership in the school principals for uplifting the academic performance of the schools. The present study has identified practices of school leadership that are adopted high performing school principals and it clearly shows that principals of high performing schools provide instructional support to teachers in adopting innovative practices and avoid day to day supervision of school activities,

promoting collaboration and cooperation among parents, teachers and staff, provides opportunities for professional development of teachers, involve teachers in the making decisions related to various functions of school and by assigning various roles for smooth functioning of the school, presents himself as a role model and involvement of the staff. In light of the above results, it is recommended for the principals to use the leadership practices that are adopted by the high performing school principals. They should adopt leadership practices that are highlighted by high performing schools to increase their school performance. Similarly, the characteristics of school culture in high performing schools are the promotion of collaboration among teachers and also with leaders, unity of purpose is reflected in the mission statement of the school, teaching-learning practices and other activities of the school are in consonance with the school mission, collegial support among teachers in view of cooperation among teachers, regular discussions related to students progress and developing learning partnership among school, parent and community, following of a single path, commitment and involvement. Some aspects of school culture observed as missing in low performing schools are that teachers are not provided platforms to voice their disagreements openly, teachers' practices and the school's mission are not in consonance with the values of the community. This will help in developing conducive school culture and the creation of a favourable learning environment to further support the academic performance of the schools. The school culture and leadership practices reflect a significant relationship in the study and therefore, the practices adopted by principals should be in harmony with desired school culture to promote the academic performance of schools. Another aspect seeking the attention of school leaders is practices related to developing three forms of professional capital i.e. social capital, human capital and decision capital. The high and low performing schools are lagging

behind in the human capital development and it is clear that human capital development is crucial in sustaining the performance of an organization. Therefore, the school principals should work toward building human capital by providing opportunities to enhance teachers' expertise and teaching skills, providing feedback by administrators to improve professional practice and offering professional and career development opportunities to teachers. The study provides enough evidence about the functions of principals related to practices, culture and functions related to the professional capital of teachers and staff and the same may be used to create awareness about the various roles, responsibilities, and practices for building high performing schools.

For teachers

NISHTHA is one of the largest platforms for imparting training to teachers (4.2 Million). It provides capacity building programs for teachers at different levels of school. For building the professional development of teachers and grooming them for taking leadership roles in the future, the successful practices of leadership, and features of school culture adopted by high performing schools shall be used in designing training modules for teachers provided on various platforms such as NISHTHA, NCSL-NIEPA. This will help the teachers in developing their skills of teaching through decision making, team building, collaboration and cooperation among the teachers and other stakeholders to achieve the better academic performance of their students. The school culture characteristics such as collaboration, cooperation, following a single path, commitment, and involvement should be included in the modules of training for teachers. This information will help the teachers in developing a positive school culture that will further boost the academic performance of the schools. The teachers should also help the leader of the school to create a conducive school culture, by adopting

better leadership practices to boost their school's performance. The study clearly indicates that teachers of both high and low performing schools have developed sound social and decision capital while their human capital is not sufficiently built. Social capital signifies that the teachers in collaboration with teachers of their school, of other schools and principal works to examine and improve teaching methods and enhance student learning; sound decision capital shows that teachers are competently and confidently making decisions related to the development and adoption of teaching strategies based on the learning needs of teachers and students are influenced by their set of moral values in doing so. On the other hand, human capital in the study is not sufficiently developed which is related to professional development and career opportunities provided by the school and self to improve their professional growth and teaching practice. Along with the head of school, the teachers also have a role to play in their professional capital so the implication of the findings for teachers is that the teachers should empower themselves to advance the learning of all students in their class inclusively. Timely organization of professional development of teachers to empower them in terms of teaching practices may be organized and the teachers shall be provided with a strong support structure in form of mentors who are specialists in various subjects to help teachers improve their teaching practices.

For policymakers

The policymakers are the main agents to bring transformative changes in the present educational system through their policies. The results of the present study provide sound evidence to policymakers by providing information about the effective leadership practices, effective school culture, and professional capital required for transforming the schools into high performing schools. The present public education

system of India is struggling to enhance the learning standards of students and therefore, in consideration of the present educational need of attaining learning outcomes, the results of the study are helpful in designing effective policies and further determining the teachers and principals roles and responsibilities. The practices of leadership such as collaboration and cooperation, professional development, involvement of the staff in school functions and decision-making, acting as a role model, avoiding supervision of school activities and providing autonomy to the teachers as adopted by the high performing schools and these can be used by policymakers for designing school policies. The types of leadership practices, school culture and professional capital discussed in the present study resonate with the suggestions related to school education made by National Education Policy 2020. The authorities responsible for the implementation of school education guidelines by NEP 2020 will be benefitted from the present study as the findings will guide them in the selection of appropriate leadership practices, conducive school culture features and requirements for the development of professional capital of schools which are in consonance with the NEP 2020. Thus, the present study will inform policy designers and implementers in preparing school leaders in creating an ecosystem for ensuring the adoption of NEP guidelines in letter and spirit.

For Leadership curriculum and Training designers

The prominent Central Government institutions working on developing and imparting school leadership training programs in India are NCSL by NIEPA and NISHTHA by NCERT. Their programmes and modules are evidence-based and are extensively used in training lakhs of school teachers and leaders. The results of the study related to leadership practices, school culture and professional capital adopted by high and low

performing schools should be considered for incorporation into the training programmes of school leadership to transform the school education system and also should be included in the teacher education curriculum to prepare prospective teachers and leaders.

Suggestions for further research

1. The study was conducted on a sample of 300 teachers and principals. It can be conducted on a sample of a larger size.

2. The study was conducted on high and low performing schools in districts Kulgam and Anantnag. It can be conducted on other schools also without categorizing them as high and low performing schools.

3. It was conducted in Anantnag and Kulgam districts of Jammu and Kashmir. It can be conducted in other districts of the Jammu and Kashmir also.

4. The study was conducted in Kashmir division of J&K Union Territory. It can be conducted in other parts of the country also.

5. The study was conducted on teachers and principals. It can be conducted on students also.

6. The study was conducted on leadership practices, school culture, and professional capital. It can be conducted by comparing these variables with other types of variables also.

Limitations of the study

The limitations of the study are

1. The study was conducted on a sample of 300. It would have been better if the study was conducted on a sample of larger size.

2. The study was conducted through the quantitative methodology. The study would be better if mixed method approach should have been used.

Conclusion

Central institutions such as MoE, NIEPA, and NCERT are taking various initiatives to revamp the education system of India by tackling the complex issues related to the quality of teaching and improving governance mechanisms. It becomes crucial to uplift the quality of education due to the dissatisfying findings of National and international school student's performance assessment reports(NAS, PISA, ASER) showing that children learning levels are much behind the grade-level expectations. Among the multiple areas in which the concerned institutions need to work to bring back the school education standards on track, school leadership is one factor recognized in the policies and reports of MoE, NCERT, NIEPA, and NITI Aayog. School leadership has a positive influence on the school culture of the institution and consequently on the performance of students. The findings of the present study are highly significant in the present discourse on revamping the quality of school education around the country.

The study highlights the practices adopted by school leaders, school culture, and the professional capital of high and low performing schools, and thus, informs about the areas where work is required to build the human capacity of schools

The study reflects that strong instructional support and distribution of roles and responsibilities is provided by school leaders of high performing schools while it is not visible in low performing schools. The leader's support in strengthening the teaching-learning process and involvement of teachers in the decision-making process and also sharing responsibilities with them leads to effective academic results and reinforces positive school culture. The school culture of both high and low performing schools shows that there is collaboration and cooperation among teachers and leaders leading to a collegial environment and there is a unity of purpose for the achievement of the school's mission. The one factor of a school culture which needs to be strengthened is creating learning partnerships among leaders, teachers, and parents by creating an amiable environment where everyone is free and comfortable to share their problems, concerns, and suggestions. It is widely recognized by the related research literature that the collaboration and cooperation between the teachers, parents, and leaders result in increasing school performance, and in this light, school management committees are formed but there is a need to empower those committees in a real sense.

A difference in the leadership practices of high and low performing schools is found in all the dimensions except the shared vision of the school. Similarly, a difference in the school culture of high and low performing schools is also found in all the dimensions except the unity of purpose. The leadership practices and school culture are considered among the various reasons for contributing to the academic performance of schools. Therefore, it has been recommended by the National Education Policy 2020 that the overhauling of school culture will enable the teachers to enhance the teacher's ability and do their job effectively.

Another significant result of the study related to the lack of efforts to build human capital shows that the present efforts made at the national, state, and local levels are not sufficient to build the human capital of schools and the leaders are not contributing enough to empowering teachers through their professional capital. The three types of professional capital are human, social, and decisional capital of teachers. The social and decisional capital are exercised and groomed well but the human capital in form of access to specialists in the subject field for consulting about the subject, professional and career development opportunities for teachers, and receiving feedback related to teaching is expressed as low in both types of schools.

The academic performance of schools is the priority of all stakeholders of education and to achieve the same, the improvement in leadership practices, school culture, and human capital adopted by high performing schools on the ground of the results of the study may drive improvements in the quality of education and thus, in the achievement of educational goals of the country.