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**THE IMPACT OF MANAGERIAL PRACTICES ON THE ROLE OF  
SCHOOL DIRECTORS IN 21ST-CENTURY EDUCATION: A STUDY OF  
PRIVATE SCHOOLS IN KUWAIT**

**Liza Sakayan**

**Dr. Ashok Srivastava**

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*SBS Swiss Business School  
Flughafenstrasse 3  
8302 Kloten-Zurich  
Switzerland  
Call us: +41 44 880 00 88  
General inquiries: [editor@sbs.edu](mailto:editor@sbs.edu)  
Working Paper Series Inquires: [editor@sbs.edu](mailto:editor@sbs.edu)*

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**THE IMPACT OF MANAGERIAL PRACTICES ON THE ROLE OF SCHOOL  
DIRECTORS IN 21ST-CENTURY EDUCATION: A STUDY OF PRIVATE SCHOOLS IN  
KUWAIT**

*Liza Sakayan*

*Kuwait*

*Email: liza.sylvan.kuwait@gmail.com*

*DBA Graduate, SBS Swiss Business School,*

*Flughafenstrasse 3,8302 Kloten-Zurich, Switzerland*

*and*

*Dr. Ashok Srivastava*

*Professor, College of Business,*

*American University of Malta*

*Email: ashok.srivastava@aum.edu.mt*

## ABSTRACT

**Purpose:** This study explores how managerial practices, including financial management, leadership styles, human resource management, vision and mission alignment, technology integration, and curriculum development, shape the role of private school directors in Kuwait. It further examines the mediating influence of professional development and stakeholder engagement.

**Design/method/approach:** A quantitative, descriptive, and explanatory design was employed. Data was gathered through surveys from 385 respondents and analyzed using SPSS (version 30).

**Findings:** The analysis reveals that financial management, leadership styles, vision and mission alignment, and curriculum development have a significant impact on the director's role. By contrast, technology integration and human resource practices show no direct effect. Mediation results reveal that professional development affects only the relationship between human resource practices and vision and mission alignment, whereas stakeholder engagement mediates all six relationships.

**Practical implication:** The findings provide context-specific guidance for policymakers and educational leaders in Kuwait. They emphasize the importance of effective leadership, improved school performance, and sustainable educational outcomes through enhanced management practices.

**Original/Value:** This research contributes new empirical insights into the role of directors in private schools within Kuwait's competitive education sector, demonstrating how stakeholder engagement and professional development enhance leadership effectiveness.

*Keywords:* private school directors, leadership styles, financial management, professional development, stakeholder engagement

# 1. INTRODUCTION

## 1.1 Research Background

School directors hold a central role in guiding the overall performance of educational institutions. Their responsibilities extend beyond administrative oversight to include leadership, strategic planning, curriculum development, financial management, human resource supervision, and stakeholder engagement (Smith & Beckmann, 2014). Effective directors foster professionalism among staff, maintain strong communication with stakeholders, and ensure alignment between institutional operations and the school's mission and vision. In doing so, they directly influence teaching, learning, and quality assurance outcomes.

The twenty-first century has redefined educational leadership, presenting new challenges for school directors. Routine cognitive skills, once central to education, are now easily outsourced or automated, placing greater emphasis on innovation, adaptability, and lifelong learning (Schleicher, 2012; Bernhardt, 2015). Therefore, directors must equip teachers and students with critical thinking, creativity, and problem-solving skills that technology cannot replicate. Similarly, the shift from standardized to learner-centered education necessitates that directors support diverse teaching approaches and foster personalized learning experiences (Davies et al., 2005; Park et al., 2022).

As educational systems evolve, directors are increasingly expected to act as knowledge leaders and change agents. They must continually develop their own expertise while creating environments that encourage professional growth among teachers (Lopez, 2017). This requires not only visionary leadership but also the ability to balance global educational trends with local, cultural, and societal expectations.

In Kuwait, private schools represent a rapidly expanding sector that caters to the diverse educational needs of the population. Since the Gulf War, the influx of multinational

communities has driven demand for private education, leading to significant growth in the sector (Al-Jaber, 1996). Private schools operate under the supervision of the Ministry of Education and must integrate national requirements, such as Arabic language and Islamic studies, alongside international curricula (Abdulgafoor, 2004). Within this context, school directors are tasked with maintaining high academic standards, managing resources effectively, and addressing the complex expectations of stakeholders, including parents, teachers, and governing boards.

Against this backdrop, the role of directors in private schools in Kuwait is both critical and multifaceted. They are expected to align institutional goals with the needs of diverse stakeholders, implement sustainable financial and human resource practices, and foster innovation through the integration of curriculum and technology. Understanding how these managerial practices shape the role of directors is therefore essential for strengthening leadership effectiveness and improving educational outcomes in Kuwait's private education sector.

## **1.2 Problem Statement**

Globally, education has become a key priority for governments, driving demand for schools that meet the needs of increasingly diverse communities. In Kuwait, education has been a national priority since independence in 1961, with the government allocating 15% of its annual budget to education by 2015 (Murad & Al Awadhi, 2018). Over the past three decades, private schools have expanded rapidly, creating a highly competitive sector. Within this context, school directors play a pivotal role in ensuring sustainability, as their leadership and management practices directly influence institutional performance (Przybylski et al., 2018).

Despite their importance, limited empirical research has examined how managerial practices interact to shape the role of directors in Kuwait's private schools. Studies addressing leadership in education often overlook the combined effects of financial management, human

resource practices, curriculum development, vision and mission alignment, and technology integration. Furthermore, the mediating roles of professional development and stakeholder engagement—both critical to effective leadership—remain underexplored. Addressing these gaps is essential, as school directors are increasingly required to balance complex demands, prioritize practices that matter most, and sustain institutional success in a rapidly changing educational landscape.

### **1.3 Research Objectives & Questions**

The purpose of this study is to investigate how managerial practices influence the role of directors in Kuwait's private schools, with a particular focus on the mediating effects of professional development and stakeholder engagement. Specifically, the objectives are to:

1. Assess the impact of leadership styles, financial management, human resource practices, vision and mission alignment, technology integration, and curriculum development on the role of directors.
2. Examine how professional development mediates the relationship between these managerial practices and the director's role.
3. Evaluate how stakeholder engagement mediates these same relationships.

Accordingly, the central research questions guiding this study are:

- How do managerial practices affect the role of private school directors in Kuwait?
- To what extent do professional development and stakeholder engagement mediate these relationships?

### **1.4 Significance of the Study**

Education in the twenty-first century is undergoing rapid transformation, driven by technological innovations, evolving pedagogies, and the need to prepare students for success in an interconnected world. Within this dynamic context, school directors play a critical role in ensuring institutional adaptability and relevance. In Kuwait's private schools, this role is

particularly significant due to the unique combination of traditional cultural expectations and modern educational demands (Al-Jaber, 1996).

This study contributes to the understanding of how directors in private schools manage complex responsibilities that extend beyond administration to encompass curriculum development, teacher professional development, and stakeholder engagement. By examining these practices, the research highlights the competencies and decision-making strategies that directors require to foster innovation while maintaining cultural alignment.

The study is also significant for its focus on professional development and stakeholder engagement as mediating variables. Directors play a crucial role in promoting continuous teacher learning by integrating pedagogical and technological innovations into their practices. At the same time, their ability to engage directly with parents, boards, and wider stakeholders significantly shapes the success and sustainability of their institutions.

From a theoretical perspective, this research adds to the literature on educational leadership by applying established management and leadership theories to the specific context of Kuwaiti private schools. From a practical perspective, it provides valuable insights for policymakers, boards of trustees, and school leaders on how to strengthen leadership effectiveness and enhance institutional performance. By shedding light on the realities of directors' roles, the study offers a roadmap for more impactful practices that can sustain educational quality and support Kuwait's vision of preparing students for the challenges of the twenty-first century.

### **1.5 Hypotheses**

Based on the literature and the conceptual framework, this study proposes the following hypotheses:

- H<sub>a</sub>1: Leadership styles significantly influence the director's role.
- H<sub>a</sub>2: Financial management practices significantly influence the director's role.
- H<sub>a</sub>3: Human resource management practices significantly influence the director's role.



- H<sub>a</sub>4: Vision and mission alignment significantly influences the director's role.
- H<sub>a</sub>5: Technology integration significantly influences the director's role.
- H<sub>a</sub>6: Curriculum development significantly influences the director's role.
- H<sub>a</sub>7: Professional development mediates the relationship between managerial practices and the director's role.
- H<sub>a</sub>8: Stakeholder engagement mediates the relationship between managerial practices and the director's role.

## **2. LITERATURE REVIEW**

### **2.1 Introduction**

The role of school directors has gained increasing importance in the twenty-first century, particularly within private education, due to their influence on institutional performance and sustainability. Directors are responsible for a wide range of functions, including strategic decision-making, financial management, human resource oversight, leadership, and stakeholder engagement (Bush & Glover, 2014; Fullan, 2014). These responsibilities have intensified in response to globalization, technological advancements, and evolving societal expectations, which demand adaptability, innovation, and responsiveness to both global and local educational trends.

Directors must balance external challenges, such as regulatory changes, competition, and shifting parental expectations, with internal priorities, including staff retention, financial stability, and academic excellence (Davies, 2005; Szeto & Cheng, 2017). In Kuwait, private schools cater to diverse student populations and offer multiple curricula, positioning school directors as central figures who must align institutional goals with cultural expectations and international standards (Alsharija & Watters, 2020). Within this context, their leadership is critical for bridging local traditions with global educational demands.

This review critically examines the theoretical and empirical literature underpinning the director's role in private schools, with emphasis on financial management, leadership styles, human resource practices, vision and mission alignment, technology integration, and curriculum development. It also considers the influence of professional development and stakeholder engagement as supporting factors that shape the effectiveness of directors.

### **2.2 Theoretical Framework**

This study is grounded in multiple theoretical perspectives that collectively explain how managerial practices and supporting factors influence the role of directors in private schools.

Transformational Leadership Theory (Burns, 1978; Bass, 1985) emphasized how leaders inspire, motivate, and align staff with organizational goals through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. For school directors, transformational leadership is critical for fostering collaboration, trust, and professional growth, thereby enhancing school performance (Leithwood & Jantzi, 2006).

The Resource-Based View (RBV) (Barney, 1991; Grant, 1991) highlighted the role of financial, human, and technological resources as drivers of competitive advantage. In the context of private schools, effective directors allocate resources strategically, ensuring that budgets, staffing, and technology integration support institutional growth and performance.

Stakeholder Theory (Freeman, 1984; Donaldson & Preston, 1995) emphasized the importance of balancing and addressing the needs of multiple stakeholders, including students, parents, teachers, and the broader community. For directors, active stakeholder engagement is crucial in aligning institutional practices with diverse expectations, enhancing trust, and maintaining a positive school reputation.

Human Capital Theory (Becker, 1964; Schultz, 1993) emphasized the importance of investing in people as a key pathway to organizational effectiveness. School directors play a key role in ensuring continuous teacher development, equipping staff with the knowledge and skills necessary to meet twenty-first-century educational goals.

Contingency Theory (Fiedler, 1967; Hersey & Blanchard, 1988) emphasized the alignment between leadership style and situational context. Directors must adapt their practices to each school's unique mission, vision, and cultural context, tailoring their leadership approach to address specific challenges and opportunities.

Finally, Instructional Leadership Theory (Hallinger, 2005; Fullan, 2013) highlighted the director's responsibility in curriculum design, teaching effectiveness, and academic quality.

Directors act as change agents who guide curriculum reform and innovation, ensuring alignment with both national requirements and international standards.

Together, these theories provide a comprehensive foundation for analyzing the director's role in private schools in Kuwait. They explain how managerial practices—supported by professional development and stakeholder engagement—contribute to leadership effectiveness, institutional performance, and educational outcomes.

### **2.3 The Director's Role in 21st-Century Education**

The role of school directors in the 21st century has shifted from routine administration to strategic and transformational leadership. Traditionally, directors were primarily considered managers responsible for overseeing daily school operations (Mthanti & Msiza, 2023). However, the complexity of contemporary education requires them to be agile leaders who set strategic direction, foster institutional culture, and integrate academic performance with student well-being and organizational development (Cherkowski et al., 2020). This evolution reflects a broader paradigm shift from transactional leadership, which emphasizes compliance and routine tasks, toward transformational leadership, which inspires creativity, collaboration, and innovation among faculty, staff, and students (Athalye, 2010). The modern director must also navigate technological change by making informed decisions about digital integration, infrastructure, and digital literacy to ensure competitiveness in a globalized learning environment (Alsolami, 2022). Another defining feature of the director's role is community and stakeholder engagement. Directors are expected to build networks with parents, communities, businesses, and external institutions, recognizing education as a collaborative enterprise. In this dynamic context, directors are no longer passive overseers but catalysts of institutional innovation and sustainability. They play a critical role in positioning schools as responsive, forward-looking, and globally connected organizations (Newton & Costa, 2016).

### ***2.3.1 Private schools in Kuwait***

The growth of private education in the 21st century highlights the increasing importance of directors' leadership roles. Globally, private schools have expanded rapidly due to technological change, population growth, and rising demand for English-language and high-quality education. For example, the United Arab Emirates has more than 620,000 students in private schools, while enrollment in countries such as China, Saudi Arabia, and India continues to grow steadily. Kuwait reflects this broader trend, with the number of private schools rising from 172 in 1991 to 541 in 2017, serving more than 40% of the country's student population (CEIC, 2018). Enrollment growth has been driven by parental demand for quality teaching, global competitiveness, and the perception of education as a long-term investment in human capital (Alqahtani, 2014). Families are increasingly viewing private schooling as a means to secure strong academic outcomes and better employment opportunities in the knowledge economy. The expansion of Kuwait's private sector has also intensified competition among schools. Many adopt international curricula and standardized performance measures to attract students and maintain educational credibility. This environment places significant responsibility on directors to balance educational objectives with business realities, regulatory compliance, and stakeholder expectations (Bloxham et al., 2011). The director's ability to provide both academic leadership and effective organizational management has thus become central to the long-term sustainability and quality of Kuwait's private schools.

### ***2.3.2 Key Managerial Practices Influencing the Director's Role***

School directors' effectiveness is shaped by a range of managerial practices that determine how institutions perform academically, administratively, and socially. These practices extend beyond day-to-day supervision and involve strategic decision-making that balances educational quality with institutional sustainability. Leadership styles, financial management, human resource development, curriculum planning, technology integration, and

the alignment of vision and mission all represent core domains through which directors exert influence. Each practice plays a pivotal role in enabling directors to respond to the demands of 21st-century education, where innovation, accountability, and stakeholder engagement are essential for success.

In the rapidly changing educational environment, leadership has emerged as one of the most decisive factors in determining school success. While curriculum quality remains central, leadership is recognized as the second most important determinant of student outcomes and institutional performance. Globalization and technological development have introduced new complexities, necessitating that directors adopt leadership practices that emphasize adaptability, collaboration, and innovation (Szeto & Cheng, 2017). Among the dominant approaches, transformational leadership has gained prominence for its ability to inspire vision, stimulate innovation, and foster collective responsibility. Directors who employ this style build shared commitment across faculty and students, leading to stronger academic performance, higher teacher satisfaction, and student engagement (Welsh et al., 2021). Transformational leaders emphasize intellectual stimulation and individualized support, encouraging creativity while addressing the unique needs of their community. Although transformational leadership is widely associated with excellence, there is limited evidence on how it directly impacts outcomes in Kuwait's private schools, indicating a gap in future empirical research (Chan et al., 2023).

By contrast, transactional leadership emphasizes order, accountability, and compliance using structured expectations, rewards, and sanctions. While effective in promoting operational efficiency, this approach may restrict creativity and discourage participatory decision-making, making it less suited to the demands of 21st-century education. Nevertheless, transactional practices remain relevant for maintaining school infrastructure, auxiliary services, and procedural consistency. Emerging models such as distributed leadership highlight the value of

shared responsibility by engaging teachers and staff as co-leaders in achieving institutional goals. This inclusive approach strengthens collaboration and builds organizational capacity. Similarly, situational leadership emphasizes flexibility, requiring directors to adapt their style to the context and readiness of their teams (Mthanti & Msiza, 2023). Both models reflect a broader shift toward decentralized and collaborative leadership in education. Overall, leadership styles significantly shape directors' ability to balance administrative efficiency with innovation, collaboration, and responsiveness. Transformational and distributed approaches align more closely with the demands of 21st-century schools, while transactional practices, though limited, remain essential for ensuring order and operational stability.

Financial management is a cornerstone of effective school leadership, directly shaping institutional quality and sustainability. Directors are responsible for allocating resources strategically across staffing, facilities, and learning technologies while ensuring budgets align with both short-term needs and long-term priorities. In private schools, where tuition fees are the primary source of income, directors must strike a balance between affordability for families and the institution's financial viability. Establishing fair tuition structures requires sensitivity to market dynamics, demographic factors, and the perceived value of education (Oyelade et al., 2022). Beyond budgeting, directors also oversee capital investment decisions, including infrastructure upgrades and the adoption of new technologies. These choices demand cost-benefit analysis to ensure long-term returns on investment while maintaining educational quality. In addition, directors are expected to play an active role in fundraising and donor relations, communicating institutional vision and mission to secure external financial support (Welsh et al., 2021). Such initiatives supplement tuition income, strengthen community ties, and enhance the school's sustainability. External uncertainties, including economic instability, demographic shifts, and global crises, heighten the importance of financial competence. Effective directors engage in strategic financial planning and scenario forecasting to mitigate

risks and maintain stability during disruptions (Newton & Costa, 2016). This stewardship role positions the director not only as an educational leader but also as a financial strategist who ensures that every fiscal decision aligns with the school's mission and long-term growth.

Human Resource Management (HRM) is a critical determinant of school effectiveness, as it directly influences the quality of teaching and learning through the recruitment, development, and retention of staff. Effective HRM ensures that educators and administrators align with the institution's mission and values, creating a unified culture that supports academic success. Recruitment in schools extends beyond assessing technical competence; it seeks candidates who align with the institution's ethos, fostering a collaborative and mission-driven community (Newton & Costa, 2016). Investment in teacher growth not only strengthens instructional quality but also builds trust, commitment, and long-term staff retention. Retention strategies further depend on cultivating a positive work environment, offering mentorship, recognition, and clear career advancement opportunities, all of which enhance job satisfaction and institutional stability.

HRM also requires directors to navigate external challenges, such as regulatory compliance, certification requirements, and labor relations, while adapting staffing to shifting student demographics. Increasingly, HRM emphasizes diversity, equity, and inclusion by adopting recruitment and promotion practices that eliminate bias and reflect the multicultural realities of private schools in Kuwait. Integrating technology through Human Resource Information Systems (HRIS) and data analytics further enhances recruitment, performance tracking, and retention planning, supporting evidence-based decision-making (Alsolami, 2022). Ultimately, the director plays a central role in shaping the work environment by promoting open communication, collaboration, and inclusivity. By articulating a compelling vision and fostering a culture of respect and shared purpose, directors create a professional climate that sustains motivation and enhances institutional performance (Sukawati et al., 2020).



In Kuwait's private schools, this leadership dimension is particularly crucial for managing diverse staff and maintaining competitiveness in a dynamic educational landscape.

Strategic planning in private schools relies on the director's ability to translate the vision and mission into coherent goals, priorities, and operational routines. Effective directors begin with a clear, future-oriented vision that aligns with institutional values and the external environment, then convert it into measurable objectives and staged initiatives (Chan et al., 2023). Alignment is operationalized through cascading goals, KPIs, and resourcing plans that connect classroom practice with institutional objectives. Directors convene collaborative goal-setting sessions, secure stakeholder buy-in, and specify timelines, roles, and indicators to monitor progress and make iterative improvements. Communication fosters a shared understanding and collective ownership of the plan, while feedback loops facilitate mid-course corrections and learning (Ugiriwabo et al., 2023). Crucially, alignment is both cultural and technical: directors embed the vision in their daily decisions (staffing, programs, budget, assessment) and model the behaviors expected across the school, thereby sustaining coherence between espoused values and enacted practice. In dynamic contexts like Kuwait's private sector, this disciplined linkage from vision to goals, followed by action and evidence, supports adaptability, accountability, and long-term school effectiveness (Chan et al., 2023).

Technology integration is a defining responsibility of school directors in preparing students for the digital age. Directors are tasked with ensuring access to reliable infrastructure, digital tools, and supportive learning environments that enable both teachers and students to thrive in technology-rich classrooms. Their role extends to developing strategies for digital diffusion, balancing the procurement of hardware and software with training and oversight to guarantee effective use in teaching and learning (Welsh et al., 2021). A central dimension of this practice is digital literacy. Directors ensure students are prepared to participate in an increasingly interconnected world by integrating digital skills, information management, and

safe online practices into curricula. At the same time, directors must provide continuous professional development for teachers, fostering innovation in pedagogy and encouraging faculty to adopt learner-centered approaches that promote creativity, critical thinking, and collaboration (Ugiriwabo et al., 2023). Technology integration also reflects a school's competitiveness. In Kuwait's private schools, the decisions of directors regarding digital adoption have a direct impact on institutional relevance, stakeholder confidence, and long-term sustainability. As digital natives demand “anytime, anywhere” learning, directors play a strategic role in shifting schools from traditional instruction to flexible, experiential, and innovation-driven models (Ongek, 2016). In this way, technology becomes not only a tool but also a transformative force that reshapes learning and prepares students for global citizenship.

Curriculum development is a central responsibility of school directors, ensuring that educational programs are both globally competitive and locally relevant. Directors collaborate with administrators and teachers to design curricula that integrate modern pedagogical approaches, promote science and technology literacy, and foster the interdisciplinary skills required for critical thinking and problem-solving. By embedding digital literacy, coding, and collaborative learning platforms into classroom practices, directors prepare students to navigate the demands of the digital age (Buenvinida et al., 2020). A distinctive feature of curriculum leadership in Kuwait is the need to balance international standards with cultural identity. Directors adapt global best practices to reflect local traditions, values, and perspectives, ensuring that education is both culturally sensitive and prepares students for the global opportunities ahead. Continuous review, evaluation, and modification of curricular content are necessary to maintain relevance and alignment with rapidly changing societal and economic contexts (Athalye, 2010). In practice, directors also act as quality guardians of the curriculum, overseeing implementation, monitoring outcomes, and supporting teachers in adopting innovative, student-centered methods that move beyond rote learning (Mphethi, 2020). Their

role is not limited to compliance with official requirements but extends to fostering creativity, adaptability, and lifelong learning among students. Through this strategic stewardship, directors transform curriculum development into a dynamic process that equips learners in Kuwait's private schools with the knowledge, skills, and values essential for success in the 21st century.

### ***2.3.3 Supporting Factors Shaping the Director's Role***

Two critical supporting factors shape the evolving role of school directors in the 21st century: professional development and stakeholder engagement. These elements act as mediators that strengthen the impact of managerial practices and enhance overall school effectiveness. Professional development provides directors with the means to cultivate a competent, motivated, and future-ready teaching workforce. By promoting continuous training, directors ensure that teachers remain current with pedagogical innovations, technological integration, and student-centered approaches. Research indicates that effective communication and collaboration between directors and teachers promote trust and shared leadership, resulting in enhanced professional growth and collective school improvement (Hughes et al., 2014). Directors, therefore, play a pivotal role in creating a culture where professional learning is embedded in everyday practice, ensuring that teacher development translates into enhanced student achievement.

Stakeholder engagement further shapes directors' leadership by reinforcing the school's social and institutional foundations. Building strong relationships with parents and the wider community strengthens trust, increases accountability, and improves the school's reputation (Lopez, 2017). Directors facilitate this engagement through open communication channels, regular meetings, and inclusive events that encourage collaboration between families, educators, and the school. In Kuwait, where private schools serve diverse populations, the ability of directors to foster stakeholder partnerships ensures that educational initiatives remain

relevant and culturally responsive. By promoting transparency and inclusivity, directors align institutional goals with stakeholder expectations, ultimately contributing to stronger student outcomes. Together, professional development and stakeholder engagement act as supporting levers that expand the director's influence. By embedding continuous learning and collaborative partnerships within their schools, directors strengthen their ability to navigate the complexities of 21st-century education and sustain institutional growth.

## **2.4 Conceptual Framework**

The conceptual framework of this study illustrates how key managerial practices influence the role of school directors in private schools, with professional development and stakeholder engagement acting as mediating variables. This framework establishes the theoretical foundation for understanding how leadership practices, organizational strategies, and collaborative networks in the 21st-century educational context shape the responsibilities of directors.

The dependent variable is the director's role, which reflects leadership effectiveness, financial and human resource oversight, curriculum and technology integration, and the implementation of the school's mission and vision.

The independent variables include six managerial practices:

1. Leadership styles: the director's approach to decision-making and motivating staff.
2. Financial management practices: strategies for budget allocation, tuition policies, and financial sustainability.
3. Human resource management practices: recruitment, training, and retention of qualified staff.
4. Vision and mission alignment: ensuring school operations are guided by strategic values and goals.

5. Curriculum development: adapting teaching and learning practices to meet evolving educational standards.

6. Technology integration: applying digital tools and systems to enhance teaching, learning, and administration.

The mediating variables are:

1. Professional development – continuous learning opportunities that enhance staff capacity and support the director's effectiveness in leading change.

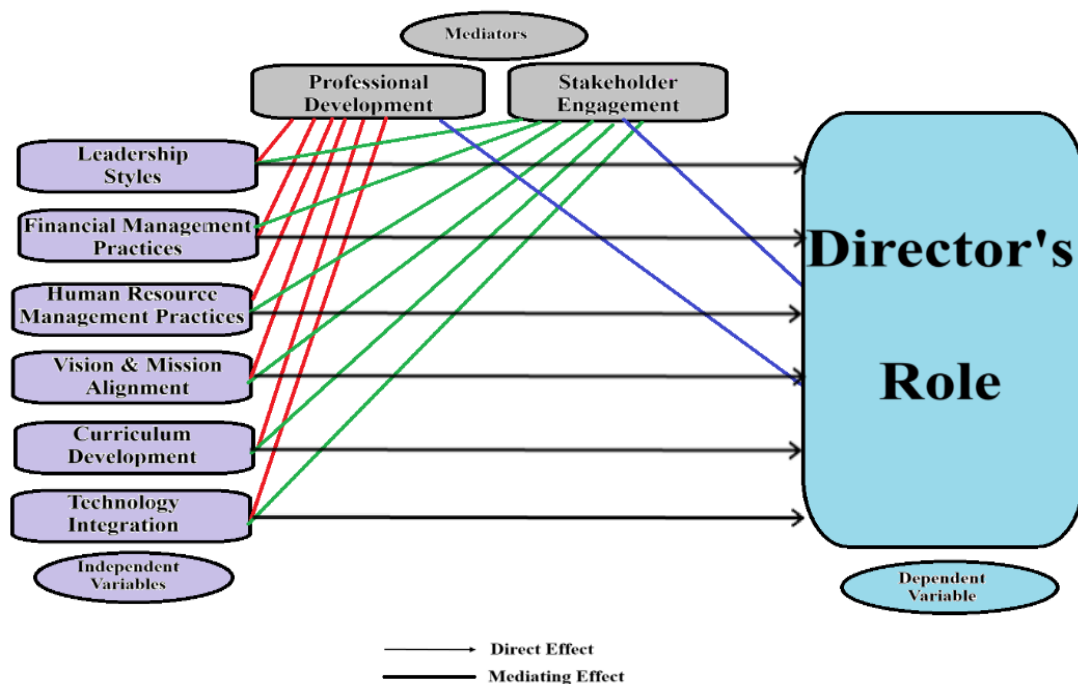
2. Stakeholder engagement – collaborative partnerships with parents, teachers, students, and the community that strengthen institutional trust and performance.

Together, these mediating factors amplify the impact of managerial practices on the director's role by fostering collaboration, continuous improvement, and shared accountability.

The model, as shown in Figure 1, illustrates the relationship between managerial practices (independent variables) and the director's role (dependent variable), highlighting the mediating influences of professional development and stakeholder engagement.

**Figure 1**

Research Model



Source: Author (2024).

## 2.5 Summary and Gap

The reviewed literature highlights the evolving and multifaceted role of school directors as key decision-makers in the private education sector. Their responsibilities span leadership, financial management, human resources, curriculum development, technology integration, and stakeholder engagement, all of which are crucial in aligning institutional goals with broader educational demands (Fullan, 2013). Leadership style emerges as particularly influential, shaping school culture, staff motivation, and student achievement (Bass & Avolio, 1994; Leithwood & Jantzi, 2006), while financial and strategic planning processes determine sustainability and long-term effectiveness (Ugiriwabo et al., 2023). Human resource practices, including recruitment and professional development, also play a central role in fostering teacher retention and enhancing instructional quality (Schleicher, 2012). At the same time, technology integration and global awareness have become indispensable for preparing students for success in the 21st century (Ongek, 2016).

Despite these insights, significant gaps in the literature remain, particularly in the Kuwaiti context. First, limited research explores the role of private school directors, whose authority is often constrained by school owners or educational companies (Bush, 2008). Their influence on financial sustainability and strategic planning has not been sufficiently examined, despite the critical reliance of Kuwaiti private schools on tuition fees and accreditation requirements (Alsolami, 2022). Second, while transformational leadership is widely recognized as an effective model, there is a lack of empirical evidence on its application in Kuwait, where many directors are expatriates working on short-term contracts (Leithwood & Jantzi, 2006). Third, challenges in recruiting and retaining qualified international staff remain underexplored, especially in relation to the director's role in balancing parental expectations and market competition (Alqahtani, 2014; Ugiriwabo et al., 2023). Finally, although directors are increasingly expected to engage in marketing, branding, and stakeholder relationships, scholarly attention to these emerging responsibilities in Kuwait is minimal (Terziyski, 2024). By addressing these gaps, this study provides new insights into the managerial practices that shape directors' roles in Kuwait's private schools. It emphasizes the mediating influence of professional development and stakeholder engagement, offering a localized perspective on how directors can strengthen institutional performance and adapt to the dynamic educational landscape (Bryson, 2011).

## **3. RESEARCH METHODOLOGY**

### **3.1 Research Design & Philosophy**

This study adopts a positivist philosophy, which emphasizes objectivity, measurable evidence, and systematic analysis. Positivism is particularly suited to hypothesis-driven research, as it enables the use of empirical data to test relationships and derive generalizable findings (Saunders et al., 2019). By grounding the study in observable facts, this orientation ensures rigor and replicability in examining the role of school directors in private schools.

Aligned with this philosophy, the research follows a deductive approach, progressing from established theories to hypothesis testing through data collection and statistical analysis (Manning & Stage, 2015). A deductive approach is particularly suitable for this study, which aims to validate theoretical models, as it facilitates the systematic testing of relationships between variables, such as leadership style, financial management, curriculum development, and professional development.

This research employs a quantitative design, relying on surveys to capture data from directors and stakeholders across private schools in Kuwait. Quantitative methods provide precision and consistency while allowing for descriptive and explanatory analysis of school directors' practices and their impact on school performance (Walliman, 2016). Descriptive analysis identifies what roles directors perform, while explanatory analysis explores the causal links between their practices and outcomes. By integrating a positivist philosophy, deductive reasoning, and quantitative design, the methodology ensures validity, objectivity, and actionable insights into the role of directors in 21st-century education.

### **3.2 Population and Sampling**

This study employs a cross-sectional design, collecting data at a single point in time to provide a comprehensive overview of the roles and practices of school directors in private schools. Educational research widely uses cross-sectional studies due to their ability to



simultaneously examine multiple variables in a cost-effective and time-efficient manner. Although this design does not measure change over time, it provides a reliable “snapshot” that is well-suited to hypothesis-driven quantitative research (Walliman, 2016).

The population targeted for this study consists of stakeholders in Kuwait's private schools, including directors, principals, teachers, and administrative staff. These groups were selected because they provide comprehensive insights into leadership practices and the influence of directors within the school system. Given the impracticality of surveying the entire population, a random sampling strategy was adopted to ensure representativeness and minimize bias (Goodwin, 2012).

To determine the sample size, the formula outlined by Saunders et al. (2019) was applied, using a population estimate of 1,500 stakeholders, a 95% confidence level, a 5% margin of error, and a z-value of 1.96. Based on these parameters, the minimum required sample size was calculated as 385 respondents. This sample was randomly selected and included participants across different roles, genders, and schools, thereby increasing the diversity and generalizability of the findings. By combining a cross-sectional design with probability-based sampling, the methodology ensures both feasibility and rigor, allowing the study to generate valid and representative insights into the role of directors in 21st-century private education in Kuwait.

### **3.3 Data Collection**

This study relied primarily on primary data, collected through a structured survey distributed via SurveyMonkey. Primary data was selected because it captures up-to-date and context-specific insights directly from participants, ensuring accuracy and reliability in addressing the research objectives (Goodwin, 2012). While secondary sources such as journal articles and reports were used to provide supplementary background and context, the emphasis

remained on firsthand responses from stakeholders in Kuwait's private schools (Saunders et al., 2019).

The survey instrument was carefully designed to align with the study's conceptual framework. Items were adapted from established models in educational leadership and school management, including Bass and Avolio's (1994) transformational leadership theory, Hallinger's (2005) instructional leadership framework, and Epstein's (2011) school–family–community partnership model. The questionnaire was divided into four sections. Part A collected demographic data such as gender, age, educational qualifications, years of experience, and job title. Part B measured the dependent variable, which is the role of the school director. Part C addressed the six independent variables of the study, namely leadership styles, financial management practices, human resource management, vision and mission alignment, technology integration, and curriculum development. Finally, Part D focused on the two mediating variables: professional development and stakeholder engagement. All items were measured using a 7-point Likert scale ranging from 1 (“Strongly Disagree”) to 7 (“Strongly Agree”). This scaling method provided a robust means of capturing the strength of participants' attitudes and perceptions while allowing for detailed statistical analysis (Tanujaya et al., 2022).

To ensure the validity and reliability of the instrument, the questionnaire was reviewed by the researcher's academic advisor and an external reviewer. It was also pilot tested with five participants from the education field. The feedback from these evaluations led to minor refinements in wording and structure, ensuring clarity, logical flow, and alignment with the research objectives prior to full deployment. A total of 385 surveys were distributed to directors, principals, teachers, and administrative staff in Kuwait's private schools. This number was calculated to achieve statistical generalizability at a 95% confidence level with a 5% margin of error, ensuring that the findings could reliably represent the broader private

school sector. By employing a structured, pilot-tested questionnaire grounded in established theories, the data collection process provided both breadth and depth of information. This ensured that the study could systematically examine the role of school directors and the multiple managerial practices influencing private education in Kuwait.

### **3.4 Data Analysis**

The collected data was analyzed using SPSS version 30 and the Hayes Process Macro (v4.2). Data analysis followed a structured approach consistent with the positivist paradigm, ensuring that statistical techniques were applied systematically to test the study's hypotheses and provide reliable, evidence-based findings (Saunders et al., 2019).

The analysis began with descriptive statistics, including means, standard deviations, and frequencies, to provide an overview of the directors' roles and the distribution of responses across leadership, financial management, curriculum, technology integration, and stakeholder engagement variables. This step identified initial patterns and trends in the dataset. Subsequently, inferential statistical analyses were conducted to examine relationships between variables and test hypotheses. This included correlation analysis to assess the strength and direction of relationships, one-way ANOVA to explore differences across demographic groups (e.g., gender, age, qualifications, experience, and job roles), and multiple regression analysis to identify key predictors of directors' roles in private schools.

To ensure the robustness of findings, the study conducted validity and reliability tests. Exploratory Factor Analysis (EFA) was applied to verify construct validity, supported by the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity. Reliability was assessed using Cronbach's alpha, with values above 0.7 confirming acceptable internal consistency. Assumption testing for normality, linearity, multicollinearity, and homoscedasticity was also performed to confirm the suitability of the dataset for regression and ANOVA analyses (Walliman, 2016).

Finally, the Hayes Process Macro was employed to conduct mediation analysis, focusing on the role of professional development and stakeholder engagement as mediating variables. This advanced statistical tool provided nuanced insights into the indirect effects of managerial practices on directors' roles, complementing the regression analysis by clarifying variable interactions (Hayes, 2012). Through this multi-layered analytical strategy, the study ensured that the data was systematically examined to produce valid, reliable, and generalizable conclusions regarding the role of school directors in 21st-century education within Kuwait's private sector.

### **3.5 Ethics**

This study adhered to established ethical research protocols to ensure integrity, transparency, and respect for the rights of participants. Informed consent was obtained from all respondents, who were fully informed about the study's purpose, procedures, and objectives before participating (Hair et al., 2019). Participants were also assured of confidentiality and anonymity, with no identifying information disclosed without explicit permission. Data security was maintained by storing physical records in a locked cabinet and digital files on a password-protected device. To uphold academic integrity, all secondary sources were appropriately cited, and strict anti-plagiarism measures were followed (Creswell & Creswell, 2017). The study also aligned with the ethical guidelines of SBS Swiss Business School, as evidenced by the completion and approval of an ethics form by the supervising mentor. Additionally, the research aligns with the principles of the United Nations' Sustainable Development Goal 16, which emphasizes accountability, inclusivity, and robust institutions (United Nations, 2015). The study upheld these standards, protecting participants' rights, handling data responsibly, and generating findings with fairness and impartiality.

## **4. RESEARCH FINDINGS AND DISCUSSION**

### **4.1 Introduction**

This section presents the study's findings, which examine the role of school directors in private schools in Kuwait. The analysis is based on two sets of quantitative data: the primary survey, which gathered 385 valid responses across a range of private schools, and a case study survey involving 35 participants from a single school. Together, these datasets provide both breadth and depth, offering insights into sector-wide trends as well as the specific dynamics of one institution. The analysis employs both descriptive and inferential statistics to address the research objectives. Descriptive methods are used to summarize demographic factors, including gender, age, educational qualifications, and years of experience. In contrast, inferential methods, including correlation, regression, and mediation analyses, are applied to test relationships among key variables. Reliability and validity tests, along with assumption checks, are also conducted to ensure the robustness of the results.

Findings are presented systematically, beginning with the main survey results and followed by the case study analysis. The variables examined include leadership styles, financial management practices, human resources, vision and mission alignment, technology integration, curriculum development, professional development, and stakeholder engagement. By combining large-scale survey data with a focused case study, the study provides a comprehensive perspective on how school directors influence educational leadership and management in Kuwait's private school sector.

### **4.2 Main Study Findings**

The main study analyzed data collected from 385 respondents across private schools in Kuwait. The findings provide an overview of demographic characteristics and explore relationships among the study variables, including the role of the director, leadership styles,

financial management practices, human resources, vision and mission alignment, technology integration, curriculum development, professional development, and stakeholder engagement. Both descriptive and inferential statistical techniques were applied, with results presented systematically to highlight trends, differences, and correlations across the sample. This analysis lays the groundwork for testing hypotheses and evaluating the impact of managerial practices on the role of the school director in the 21st-century educational context.

#### ***4.2.1 Distribution Analysis***

Distribution analysis is used to summarize the demographic characteristics of the sample, providing context for interpreting the study's findings. Table 1 presents the distribution of gender, age, educational qualifications, years of experience, and job title among the 385 respondents. The results indicate that most respondents are female (68.8%), with the largest age group being 35–44 years (43.4%). In terms of education, nearly half hold a master's degree (45.5%), followed closely by those with a bachelor's degree (42.6%). Regarding professional experience, 31.4% of participants report 6–10 years of service, while 26% have 3–5 years of service. Job title distribution reveals that teachers form the largest group (30.4%), followed by department heads or coordinators (21.6%), vice principals (21%), and principals (18.2%). Only 2.3% are directors, while 6.5% represent other staff roles. These demographics reflect a diverse and balanced representation of respondents across different professional levels, ensuring the credibility and relevance of the findings.

**Table 1***Demographic Profile of Respondents*

Demographics			
Variable	Category	Main Study	
		Frequency	Percent
Gender	Male	120	31.2
	Female	265	68.8
Age	18-24 years old	9	2.3
	25-34 years old	71	18.4
	35-44 years old	167	43.4
	45-54 years old	104	27.0
	55+ years old	34	8.8
Education	High School or Equivalent	26	6.8
	Bachelor's degree	164	42.6
	Master's Degree	175	45.5
	Doctorate Degree	20	5.2
Experience	0-2 years	71	18.4
	3-5 years	100	26.0
	6-10 years	121	31.4
	10+ years	93	24.2
Job Title	School Director	9	2.3
	Principal	70	18.2
	Vice Principal	81	21.0
	Department Head/Coordinator	83	21.6
	Teacher	117	30.4
	Other	25	6.5
	<b>Total</b>		<b>385</b>

Source: Author (2024).

#### 4.2.2 Descriptive Analysis

Descriptive statistics were applied to summarize the main variables of the study, including the role of the director (RD), leadership styles (LS), financial management practices (FMP), human resources (HR), vision and mission alignment (VMA), technology integration (TI), curriculum development (CD), professional development (PD), and stakeholder engagement (SE). For each construct, mean, standard deviation, skewness, and kurtosis values were calculated. The use of these measures ensures an accurate representation of central tendencies, variability, and data distribution (Kim, 2013). The results (Table 2) show variation in how respondents perceive the different managerial practices. Vision and mission alignment recorded the highest overall mean score ( $M = 5.85$ ,  $SD = 0.751$ ), suggesting strong agreement that schools effectively communicate and align their vision and mission with stakeholders. In

contrast, professional development obtained the lowest mean score ( $M = 3.95$ ,  $SD = 1.144$ ), reflecting weaker perceptions of opportunities for training and growth. Other variables, such as leadership styles ( $M \approx 5.1$ ) and financial management practices ( $M \approx 5.6$ ), were rated moderately positively. In contrast, stakeholder engagement ( $M \approx 6.0$  on individual items) reflected strong agreement on inclusivity and communication. Across all constructs, skewness and kurtosis values fall within the acceptable range ( $-2$  to  $+2$ ), confirming that the data is approximately normal and suitable for further inferential analysis. These descriptive insights highlight the areas where directors are perceived to be most effective (e.g., vision and mission alignment, stakeholder engagement) and where improvement may be required (e.g., professional development).

**Table 2**

*Descriptive Statistics—All Variables*

Descriptive Statistics-All Variables									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
RD	385	1.13	7.00	4.47	0.826	0.223	0.124	1.645	0.248
LS	385	2.00	7.00	5.08	1.111	-0.210	0.124	-0.677	0.248
FMP	385	2.00	7.00	5.55	1.130	-0.821	0.124	-0.124	0.248
HR	385	1.00	7.00	4.89	1.064	-0.271	0.124	-0.019	0.248
VMA	385	2.20	7.00	5.85	0.751	-1.037	0.124	2.012	0.248
TI	385	2.00	7.00	5.71	0.948	-0.981	0.124	0.974	0.248
CD	385	1.40	7.00	5.51	1.121	-0.849	0.124	0.223	0.248
PD	385	1.80	7.00	3.95	1.144	0.337	0.124	-0.189	0.248
SE	385	1.60	7.00	5.68	0.997	-1.232	0.124	1.456	0.248
Valid N (listwise)	385								

Source: Author (2024).

#### 4.2.3 Validity and Reliability Testing

Establishing the validity and reliability of the research instrument is essential before conducting inferential analysis. Validity ensures that the items accurately capture the theoretical constructs they are designed to measure, while reliability confirms the internal consistency and stability of responses across items (Hair et al., 2019). To verify these aspects, several statistical tests were performed, including the Kaiser-Meyer-Olkin (KMO)



test, Bartlett's test of sphericity, Harman's single-factor test, and Cronbach's alpha reliability analysis.

To assess construct validity, the KMO measure of sampling adequacy and Bartlett's test of sphericity were conducted. As shown in Table 3, the KMO value of 0.828 exceeds the recommended threshold of 0.6, confirming the dataset's suitability for factor analysis. Bartlett's test of sphericity is statistically significant ( $\chi^2(1035) = 11000.029, p < 0.001$ ), indicating that correlations among variables are sufficiently significant for structure detection. These results suggest that the data were appropriate for identifying the underlying factor patterns of the constructs (Hair et al., 2019). To rule out standard method bias, Harman's single-factor test was applied. The unrotated factor accounted for 21.87% of the total variance, which is well below the 50% threshold, indicating that standard method variance was not a significant concern. Together, these results confirm that the measurement model demonstrates acceptable construct validity and is free from serious measurement bias.

**Table 3**

Validity Testing

Validity Testing		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.828
Bartlett's Test of Sphericity	Approx. Chi-Square	11000.029
	df	1035
	Sig.	0.000
Harman's Single-Factor	Component	1.000
	Initial Eigenvalues	10.060
	% of Variance	21.870

Source: Author (2024)

Reliability was examined using Cronbach's alpha, which measures the internal consistency of items within each construct. The overall Cronbach's alpha for all 46 items was 0.903 (Table 4), exceeding the recommended minimum of 0.70, indicating a high level of

consistency across the instrument. When computed based on standardized items, Cronbach's alpha slightly increased to 0.907, further reinforcing the stability of the measurement tool.

**Table 4**

*Reliability Test*

Reliability Statistics-All Items		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.903	0.907	46

Source: Author (2024).

**4.2.4 Assumption Testing**

Before performing regression, correlation, and ANOVA analyses, it is essential to verify that the dataset satisfies the assumptions required for parametric statistical tests. Assumption testing ensures the accuracy, validity, and reliability of statistical inferences (Field, 2013). The key assumptions tested in this study include normality, linearity, multicollinearity, homoscedasticity, and independence of errors. Normality was tested to determine whether the data follow a normal distribution, which is a prerequisite for parametric analyses such as regression and ANOVA. The Kolmogorov-Smirnov and Shapiro-Wilk tests are applied to assess this assumption. As shown in Table 5, both tests yield  $p$ -values less than 0.05 ( $p < 0.05$ ) for all variables, indicating a deviation from perfect normality. However, given the large sample size ( $N = 385$ ), the Central Limit Theorem (CLT) justifies the use of parametric tests, as the distribution of sample means approximates normality in large datasets (Field, 2013). Therefore, despite the significant  $p$ -values, the dataset satisfies the assumption of normality for subsequent analyses. Linearity assumes a direct relationship between the dependent and independent variables. This assumption is tested using scatterplots, which reveal positive linear relationships between the role of the director (RD) and all independent variables. The coefficients of determination ( $R^2$ ) range from 0.072 to 0.259, indicating varying but generally

positive relationships. These results validate the linearity assumption, bolstering the suitability of regression analysis for the dataset.

Multicollinearity occurs when independent variables are highly correlated with one another, which may distort regression coefficients. This assumption is tested using tolerance and the Variance Inflation Factor (VIF) values. All tolerance values exceed 0.1, and all VIF values are well below 10, indicating that multicollinearity is not a concern. These findings confirm that the independent variables are sufficiently distinct for reliable regression analysis. The assumption of homoscedasticity requires that the variance of residuals remains consistent across all levels of the independent variables. The residual scatterplot shows a random distribution of points around the zero line, indicating that the variance is approximately constant. Therefore, the assumption of homoscedasticity is satisfied. Independence of errors ensures that residuals are not correlated with one another. The Durbin-Watson test is applied to assess this assumption. The Durbin-Watson value of 1.743 is close to the ideal value of 2, confirming that the residuals are independent and that the assumption of independence of errors is met.

**Table 5**

*Assumption Testing*

Assumption	Test	Result/Value
Normality	Kolmogorv-Smirnov & Shapiro-Wilk	$p < 0.05$ ; N=385
Linearity	Scatterplots & Coefficients of Determination	$R^2$ range: 0.072-0.259
Multicollinearity	Tolerance & Variance Inflation Factor (VIF)	Tolerance $>0.1$ ; VIF $<10$
Homoscedasticity	Residual Scatterplot	Random distribution around $y=0$ line
Independence of Errors	Durbin-Watson Test	1.743

Source: Author (2024).

#### 4.2.5 Correlation Analysis

Correlation analysis is conducted to examine the relationships between the study variables. Although the normality tests show slight deviations, the application of the Central Limit Theorem (CLT) justifies the assumption of normality due to the large sample size (Field, 2013). The existence of linear relationships among the variables is confirmed through scatterplots, supporting the use of Pearson's correlation coefficient as an appropriate statistical measure. As shown in Table 6, the Pearson correlation coefficients reveal the direction and strength of the linear relationships among the variables. A coefficient close to +1 indicates a strong positive relationship, where an increase in one variable corresponds to an increase in another. Conversely, a coefficient near -1 represents a strong negative relationship, where an increase in one variable is associated with a decrease in the other. A value near 0 suggests a weak or negligible linear relationship between the variables (Pallant, 2020).

The results indicate several meaningful associations among the variables. A moderately strong positive correlation is found between leadership styles (LS) and the role of the director (RD) ( $r = 0.509, p < 0.001$ ), implying that effective leadership practices contribute to enhanced director performance. A strong positive correlation is also observed between technology integration (TI) and curriculum development (CD) ( $r = 0.476, p < 0.001$ ), suggesting that schools with more integrated technology systems tend to implement stronger curriculum development practices. Furthermore, professional development (PD) shows a weak but statistically significant correlation with the role of the director ( $r = 0.194, p < 0.001$ ), indicating that while its direct influence is limited, it remains an important contributing factor. Overall, leadership styles (LS) and curriculum development (CD) emerge as the strongest correlates of the director's role. At the same time, stakeholder engagement (SE), vision and mission alignment (VMA), financial management practices (FMP), and technology integration (TI) exhibit moderate associations. These findings suggest that directors' effectiveness is

primarily shaped by leadership and curriculum-related factors, with additional contributions from management and engagement dimensions.

**Table 6**

*Pearson Correlation Coefficients*

Correlations										
Factors		RD	LS	FMP	HR	VMA	TI	CD	PD	SE
RD	Pearson Correlation	1	.509**	.399**	.268**	.424**	.375**	.493**	.194**	.469**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	385	385	385	385	385	385	385	385	385
LS	Pearson Correlation	.509**	1	.313**	.220**	.290**	.237**	.344**	0.048	.309**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000	0.000	0.350	0.000
	N	385	385	385	385	385	385	385	385	385
FMP	Pearson Correlation	.399**	.313**	1	.244**	.358**	.209**	.287**	-	.145**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000	0.000	0.849	0.004
	N	385	385	385	385	385	385	385	385	385
HR	Pearson Correlation	.268**	.220**	.244**	1	.135**	.392**	.254**	.137**	.158**
	Sig. (2-tailed)	0.000	0.000	0.000		0.008	0.000	0.000	0.007	0.002
	N	385	385	385	385	385	385	385	385	385
VMA	Pearson Correlation	.424**	.290**	.358**	.135**	1	.359**	.370**	-	.375**
	Sig. (2-tailed)	0.000	0.000	0.000	0.008		0.000	0.000	0.006	0.000
	N	385	385	385	385	385	385	385	385	385
TI	Pearson Correlation	.375**	.237**	.209**	.392**	.359**	1	.476**	-	.281**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000		0.000	0.014	0.000
	N	385	385	385	385	385	385	385	385	385
CD	Pearson Correlation	.493**	.344**	.287**	.254**	.370**	.476**	1	-	.333**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000		0.010	0.000
	N	385	385	385	385	385	385	385	385	385
PD	Pearson Correlation	.194**	0.048	-	.137**	-	-	-	1	0.005
	Sig. (2-tailed)	0.000	0.350	0.849	0.007	0.006	0.791	0.851		0.917
	N	385	385	385	385	385	385	385	385	385
SE	Pearson Correlation	.469**	.309**	.145**	.158**	.375**	.281**	.333**	0.005	1
	Sig. (2-tailed)	0.000	0.000	0.004	0.002	0.000	0.000	0.000	0.917	
	N	385	385	385	385	385	385	385	385	385

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2024).

#### 4.2.6 Hypothesis Testing

This section presents the results of hypothesis testing. The analysis evaluates both the direct effects of the six independent variables: leadership styles (LS), financial management practices (FMP), human resources (HR), vision and mission alignment (VMA), curriculum development (CD), and technology integration (TI), and the mediating effects of professional development (PD) and stakeholder engagement (SE). Direct effects (H<sub>01</sub>– H<sub>06</sub>)

were assessed using multiple regression analysis, while mediation effects (H<sub>0</sub>7– H<sub>0</sub>8) were tested using Hayes' PROCESS macro (version 4.2). A 95% confidence interval and a significance threshold of  $p < 0.05$  were applied.

Regression analysis (Table 7) examined the influence of leadership styles (LS), financial management practices (FMP), human resource management (HR), vision and mission alignment (VMA), technology integration (TI), and curriculum development (CD) on the role of the director (RD). The model was statistically significant ( $F(6, 378) = 49.93, p < 0.001$ ), with  $R^2 = 0.442$ , indicating that the predictors explained 44.2% of the variance in the director's role. As shown in Table 6, leadership styles ( $B = 0.226, p < 0.001$ ), financial management practices ( $B = 0.110, p = 0.001$ ), vision and mission alignment ( $B = 0.174, p < 0.001$ ), and curriculum development ( $B = 0.172, p < 0.001$ ) significantly influenced the director's role. Human resource management ( $B = 0.040, p = 0.234$ ) and technology integration ( $B = 0.073, p = 0.079$ ) were not statistically significant predictors. These findings support H<sub>a</sub>1, H<sub>a</sub>2, H<sub>a</sub>4, and H<sub>a</sub>6, while H<sub>a</sub>3 and H<sub>a</sub>5 are not supported.

**Table 7**

*Regression Analysis – Main Study*

Regression Analysis Main Study			
R	R square	F	Sig.
0.665	0.442	49.925	<0.001
	Unstandardized Coefficients	t	Sig.
	B		
(Constant)	0.131	0.453	0.651
LS	0.226	7.127	0.000
FMP	0.110	3.472	0.001
HR	0.040	1.193	0.234
VMA	0.174	3.555	0.000
TI	0.073	1.763	0.079
CD	0.172	5.021	0.000

Source: Author (2024).

The mediating roles of professional development (PD) and stakeholder engagement (SE) were also tested using Hayes's PROCESS Macro (Version 4.2). All mediation analysis results are presented in the Appendix. The analysis revealed that professional development

(PD) did not significantly mediate the relationship between managerial practices and the director's role, as indirect effects were minor and confidence intervals included zero. Thus, H<sub>a7</sub> is not supported. By contrast, stakeholder engagement (SE) significantly mediated multiple relationships. For example, LS → SE → RD showed a significant indirect effect (B = 0.079, 95% CI [0.042, 0.123]), and FMP → SE → RD also revealed mediation (B = 0.045, 95% CI [0.008, 0.086]). Similarly, SE mediated the effect of HR, VMA, TI, and CD on the director's role. Therefore, H<sub>a8</sub> is supported. Overall, six of the eight hypotheses are supported. Leadership styles, financial management, vision and mission alignment, and curriculum development have direct significant effects on the director's role, while stakeholder engagement mediates several indirect effects. These findings confirm the critical influence of managerial and strategic practices in shaping directors' performance in private schools in Kuwait.

### **4.3 Case Study Findings**

The case study focused on a private school in Kuwait to explore how managerial practices, leadership approaches, and mediating factors such as professional development and stakeholder engagement shaped the director's role. A total of 35 participants were surveyed, including teachers, department heads, vice principals, and coordinators, to provide a comprehensive view of school management within this specific institutional context. Data were analyzed using descriptive statistics, correlation, regression, and mediation techniques to align the findings with the broader research framework. All detailed results are presented in the Appendix.

The demographic profile of participants reflected a mature and highly qualified workforce. Most respondents were female (54.3%), consistent with national trends in Kuwait's private education sector, while 45.7% were male. A majority of respondents were aged 45–54 years (34.3%), followed by those aged 35–44 years (25.7%), suggesting that the participants

represented experienced educational professionals. In terms of education, 51.4% held a master's degree, 42.9% held a bachelor's degree, and 5.7% held a doctoral qualification. Furthermore, 40% of participants had more than 10 years of work experience, indicating that the sample was composed mainly of veteran educators. Job distribution showed that teachers (48.6%) and department heads (31.4%) formed the most significant subgroups, followed by vice principals and principals. Collectively, this demographic composition provided a credible and experienced base for understanding how leadership practices operated within the selected school.

The descriptive results revealed generally positive perceptions across all variables, with mean values ranging from 3.92 to 5.93. The highest mean scores were recorded for technology integration ( $M = 5.93$ ,  $SD = 0.85$ ) and stakeholder engagement ( $M = 5.93$ ,  $SD = 0.85$ ), indicating strong technological adoption and high levels of collaboration with the school community. Vision and mission alignment also ranked highly ( $M = 5.91$ ,  $SD = 0.79$ ), indicating that the school's leadership and staff were well-aligned with the institution's objectives. Conversely, professional development ( $M = 3.92$ ,  $SD = 1.15$ ) had the lowest score, signaling that structured training and skill enhancement programs were underdeveloped. Leadership styles ( $M = 5.11$ ) and financial management practices ( $M = 5.57$ ) were perceived positively, but not as dominantly as technology and mission-related variables. Overall, the findings reflected a technologically dynamic school with a clear strategic direction but a limited focus on systematic staff development.

Before inferential testing, standard assumption checks were performed. The Shapiro–Wilk test confirmed acceptable normality for most variables, while the Durbin–Watson value of 1.83 indicated independence of residuals. The Variance Inflation Factor (VIF) values were below 10, showing no multicollinearity, and the residual scatterplots confirmed linearity and homoscedasticity. Correlation analysis revealed that all variables were positively associated



with the director's role, though significance varied. Technology integration showed the strongest correlation ( $r = 0.582, p < 0.01$ ), followed by vision and mission alignment ( $r = 0.429, p < 0.05$ ) and curriculum development ( $r = 0.408, p < 0.05$ ). These relationships highlighted that digital innovation, goal alignment, and curricular leadership were crucial in defining effective school management in this context. Leadership styles and financial management exhibited weaker, non-significant correlations, suggesting that their effects were either indirect or context-specific.

Multiple regression analysis confirmed that the set of independent variables collectively explained 42.7% of the variance in the director's role ( $R^2 = 0.427, F = 3.471, p = 0.011$ ). Among all predictors, only technology integration emerged as statistically significant ( $B = 0.639, p = 0.013$ ), indicating that technology was the most influential factor driving leadership effectiveness in this school. The other predictors, such as leadership style, financial management, human resources, vision and mission alignment, and curriculum development, showed positive associations but did not reach statistical significance. The school's evolving leadership priorities, which view digital transformation and instructional technology as key levers of performance improvement, are evident in these results.

Mediation testing using the PROCESS Macro assessed whether professional development (PD) and stakeholder engagement (SE) indirectly influenced the director's role. Both mediators exhibited positive but statistically non-significant indirect effects. While PD correlated moderately with the director's role, the lack of formal training structures limited the mediating strength of this relationship. SE, although conceptually relevant, did not display significant indirect effects either. These outcomes suggest that while both mediators are essential for long-term institutional improvement, their impact in this school remained limited due to structural and contextual constraints. Findings from the case study highlight that in a single private school context, technology integration served as the most critical determinant of

effective leadership. The director's emphasis on technological advancement, digital learning tools, and online management systems enhanced instructional quality and administrative efficiency. However, the limited influence of leadership style, human resources, and financial management suggests that specific managerial responsibilities were constrained by higher-level ownership and governance, a common feature of private schools in Kuwait.

Additionally, the relatively low emphasis on professional development underscores a sector-wide challenge in sustaining continuous teacher growth. Without structured PD frameworks, even well-intentioned school leaders face difficulty in fostering long-term innovation and pedagogical improvement. These contextual dynamics reflect the need for more decentralized leadership structures and more substantial investment in teacher capacity building. The case study findings from the selected school demonstrate that the director's effectiveness was strongly associated with technology-driven leadership and strategic alignment, rather than with traditional administrative functions. While most relationships were positive, only technology integration exerted a statistically significant influence. The study also highlighted the importance of contextual factors, particularly ownership models, staff experience, and institutional culture, in shaping the director's role. Overall, these results reinforce the growing importance of digital leadership and organizational adaptability in Kuwait's private education sector.

#### **4.4 Discussion and Findings**

This section interprets the quantitative findings of the study, aligning them with the research objectives, hypotheses, and theoretical frameworks established earlier. Quantitative data were collected from 385 participants representing various demographic groups, with a predominance of female respondents (68.8%). The majority of participants were aged 35–44, holding master's or bachelor's degrees, and serving primarily as teachers and department heads in Kuwait's private schools.

Descriptive statistics indicate generally positive perceptions across all measured constructs, with mean scores exceeding 4. Vision and mission alignment (VMA), technology integration (TI), and stakeholder engagement (SE) recorded the highest averages, reflecting strong institutional alignment and technological readiness. Conversely, professional development (PD) had the lowest mean score, indicating an area that requires focused improvement.

All assumptions of regression analysis, including normality, linearity, homoscedasticity, and independence of errors, were met, confirming the suitability of the model. Correlation analysis revealed significant positive relationships among most variables, notably between leadership styles (LS) and the role of the director (RD), as well as between financial management practices (FMP), VMA, curriculum development (CD), and RD. However, technology integration (TI) and human resource management (HR) showed weaker associations.

Regression analysis confirmed that LS, FMP, VMA, CD, PD, and SE significantly influence RD, explaining 52.5% of the variance ( $R^2 = 0.525$ ,  $F(8,376) = 51.909$ ,  $p < 0.001$ ). Among these, leadership and curriculum development emerged as the strongest predictors, highlighting the importance of effective leadership and curriculum innovation in enhancing directors' performance. Technology integration and HR practices, however, were not significant predictors, indicating potential gaps in training or implementation strategies.

Hypothesis testing revealed that the mediating role of stakeholder engagement (SE) was statistically significant across most paths, particularly between LS, FMP, HR, VMA, TI, and CD with RD. In contrast, professional development (PD) did not mediate the relationships between LS, FMP, TI, and CD with RD, suggesting insufficient integration of PD within leadership and management practices. These findings align with transformational leadership

theory (Bass, 1985) and stakeholder theory (Freeman, 1984), reinforcing that leadership vision, financial management, and stakeholder collaboration are central to directors' effectiveness.

Overall, the findings confirm that directors who demonstrate strategic leadership, align school vision and mission, and manage resources effectively tend to perform better in leading their institutions. The weak significance of HR and TI indicates contextual challenges in Kuwait's private schools, particularly in linking technology and HR systems to leadership practices. These results emphasize the need for directors to strengthen human capital and digital capacities to enhance educational outcomes.

#### **4.5 Summary**

This chapter presents and interprets the study's quantitative findings, revealing significant relationships between key managerial practices and the director's role in private schools in Kuwait. The results confirm that leadership styles, financial management, vision and mission alignment, and curriculum development significantly enhance the director's effectiveness, illustrating the multifaceted nature of educational leadership in the 21st century. Among these factors, leadership styles emerge as the strongest predictor, emphasizing how important it is to incorporate transformational leadership behaviors such as motivation, inspiration, and individualized support. These results support Transformational Leadership Theory (Bass, 1985; Leithwood & Jantzi, 2006), which positions the director as a visionary leader who fosters collaboration and shared commitment across the institution.

Financial management practices also play a crucial role in enhancing the director's ability to sustain school operations. The results align with the Resource-Based View (Barney, 1991; Grant, 1991), suggesting that the ability to allocate and utilize financial resources effectively constitutes a strategic asset that enhances institutional performance. Directors who manage resources prudently can invest in curriculum improvement, infrastructure, and teacher development, key drivers of educational quality (Bush, 2008). The study further demonstrates

that vision and mission alignment has a significant positive effect on the director's role, validating Contingency Theory (Fiedler, 1967), which emphasizes situational adaptability and alignment between strategic goals and operational decisions. Directors who translate institutional vision into actionable goals promote coherence and shared purpose, ensuring that staff and stakeholders work toward unified outcomes.

Curriculum development also has a significant impact on directors' performance. This finding supports Instructional Leadership Theory, which highlights the director's responsibility for guiding curriculum planning, teaching quality, and student learning outcomes (Hallinger, 2005; Fullan, 2013). Directors who engage in curriculum evaluation and innovation promote a culture of continuous improvement within their schools. Although technology integration and human resource management do not emerge as statistically significant predictors, their theoretical importance remains evident. The non-significance of technology integration may reflect infrastructural or training limitations rather than its strategic irrelevance (Al-Mahrooqi et al., 2015). Similarly, the weak association between HR and the director's role indicates a need for stronger HR policies that empower directors to manage talent, retention, and professional growth more effectively (Schleicher, 2012).

Regarding the mediating variables, stakeholder engagement proves to be a key mechanism linking managerial practices with leadership effectiveness. This finding reinforces Stakeholder Theory (Freeman, 1984), which views schools as dynamic systems sustained by collaboration among teachers, parents, students, and community members. In contrast, professional development shows limited mediation, suggesting that training opportunities may be insufficiently structured or inconsistently implemented across private institutions. Enhancing the scope and quality of professional development could strengthen its mediating impact and contribute to sustainable leadership growth (Becker, 1964). Collectively, these findings underscore that the director's role in private schools extends beyond

administrative oversight to encompass strategic visioning, instructional leadership, and collaboration with stakeholders. The integration of multiple managerial dimensions demonstrates that effective leadership is inherently multidimensional, requiring financial prudence, pedagogical insight, and relational capacity (Leithwood et al., 2019).

Finally, while the quantitative results provide strong empirical support for several theoretical propositions, they also highlight contextual nuances specific to Kuwait's private school environment. Cultural expectations, ownership structures, and resource constraints all shape how directors enact their leadership roles (Alsolami, 2022). These contextual insights underline the relevance of Contingency Theory, affirming that leadership effectiveness depends on adapting strategies to specific institutional settings (Fiedler, 1967). In conclusion, the findings of this chapter validate the critical importance of transformational leadership, financial stewardship, and stakeholder collaboration in strengthening the director's role in 21st-century education. They also identify areas, particularly human resources, technology, and professional development, that require targeted enhancement to realize the full potential of school leadership.

## 5. CONCLUSION

This article examines the multifaceted role of school directors in Kuwait's private schools within the context of 21st-century education, integrating evidence from a large-scale survey (N = 385) and a single-school case study (N = 35). The analysis examines the relationship between leadership styles, financial management, human resource management, vision and mission alignment, technology integration, curriculum development, and the director's role. It also investigates whether professional development and stakeholder engagement serve as mediating mechanisms. Taken together, the findings present a picture of school leadership that is strategic, instructional, and relatively sensitive to institutional context (Bass, 1985; Hallinger, 2005; Freeman, 1984).

Across the main study, leadership styles, financial management practices, vision and mission alignment, and curriculum development significantly predict the director's role. These results align with Transformational Leadership Theory, which links leaders' inspirational and motivational behaviors to organizational improvement (Bass, 1985; Leithwood & Jantzi, 2006), and with Instructional Leadership perspectives on directors as stewards of curriculum and learning quality (Hallinger, 2005; Fullan, 2013). The positive role of financial stewardship supports the Resource-Based View, which posits that strategically managed resources enable durable performance advantages (Barney, 1991; Grant, 1991). The importance of strategic alignment between vision and mission/mission and day-to-day operations is consistent with Contingency Theory, which emphasizes the fit between leadership action and situational demands (Fiedler, 1967).

Stakeholder engagement emerges as a consistent mediator in the main study, reinforcing Stakeholder Theory and the value of collaborative governance in educational organizations (Freeman, 1984). In contrast, professional development shows selective mediation, suggesting uneven strength and design of PD systems across private schools

(Schleicher, 2012; Fullan, 2013). Technology integration and human resource management do not consistently predict the director's role in the main sample; this likely reflects variability in infrastructure, capability, and policy levers rather than theoretical irrelevance (Al-Mahrooqi et al., 2015). The single-school case study stresses context: technology integration is the only significant predictor of the director's role in that school, while other levers are positive but non-significant. Neither professional development nor stakeholder engagement shows significant mediation in the case setting. These differences plausibly reflect small-sample constraints and local organizational dynamics, underscoring a contingency perspective: the effects of leadership levers depend on local capacity, culture, and governance (Fullan, 2013).

The conclusions of this study are limited by its focus on private schools in Kuwait, the small sample size used in the case study, and the cross-sectional design, which restricts causal interpretation. Future research should adopt longitudinal designs to observe leadership dynamics over time. It should also distinguish between school types, such as American, British, and international curricula, to capture system-specific challenges. Further studies are encouraged to include additional variables and moderators, such as organizational climate, teacher collaboration, governance structures, and school size, to enhance the understanding of this relationship. Ultimately, researchers should link leadership measures to student learning outcomes through mixed-methods approaches.

The director's role in Kuwait's private schools is multidimensional, encompassing strategic vision and financial stewardship, instructional aspects in curriculum design and teaching quality, technological integration in digital platforms, and relational elements in stakeholder engagement and professional development. In the larger sample, leadership, financial management, strategic alignment, and curriculum development most consistently enhance the director's role, with stakeholder engagement serving as the central connecting mechanism (Bass, 1985; Freeman, 1984; Hallinger, 2005). In a single-school context, coherent



technology practice can be decisive. For practice, the message is pragmatic: align vision, build instructional capacity, steward resources, engage stakeholders, and integrate technology purposefully. For policy, the message is enabling expanded autonomy, setting standards for PD and engagement, and investing in infrastructure. For research, the agenda is clear: trace these relationships over time, across school types, and in connection with learning outcomes (Leithwood et al., 2019). In short, effective school directors are not merely administrators; they are strategic leaders who translate vision into sustained instructional improvement, mobilize people and resources, and cultivate partnerships that anchor school success (Fullan, 2013). Strengthening these capacities is central to advancing educational quality and equity in Kuwait's private sector and beyond.

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## APPENDIX

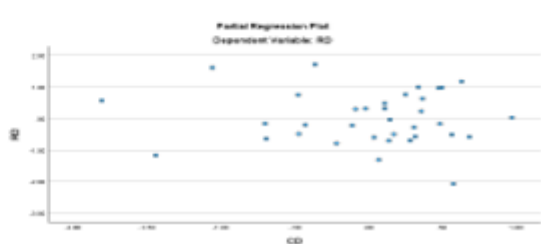
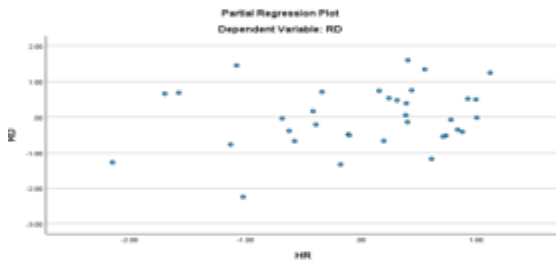
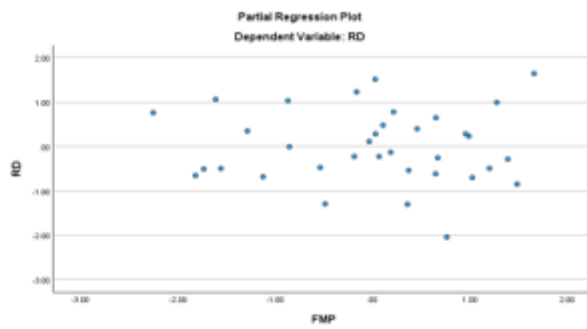
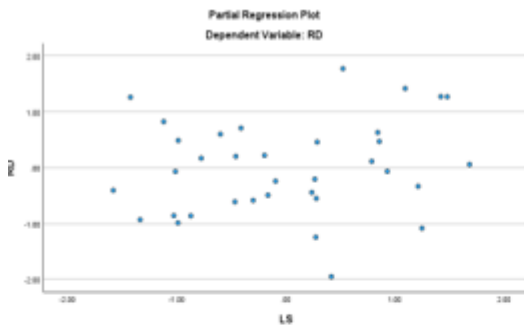
Demographics					
Variable	Category	Case Study		Main Study	
		Frequency	Percent	Frequency	Percent
Gender	Male	16	45.7	120	31.2
	Female	19	54.3	265	68.8
Age	18-24 years old	2	5.7	9	2.3
	25-34 years old	6	17.1	71	18.4
	35-44 years old	9	25.7	167	43.4
	45-54 years old	12	34.3	104	27.0
	55+ years old	6	17.1	34	8.8
Education	High School or Equivalent	0	0	26	6.8
	Bachelor's degree	15	42.9	164	42.6
	Master's Degree	18	51.4	175	45.5
	Doctorate Degree	2	5.7	20	5.2
Experience	0-2 years	3	8.6	71	18.4
	3-5 years	8	22.9	100	26.0
	6-10 years	10	28.6	121	31.4
	10+ years	14	40.0	93	24.2
Job Title	School Director	0	0	9	2.3
	Principal	2	5.7	70	18.2
	Vice Principal	5	14.3	81	21.0
	Department Head/Coordinator	11	31.4	83	21.6
	Teacher	17	48.6	117	30.4
	Other	0	0	25	6.5
<b>Total</b>		35	100	385	100

Descriptive Statistics				
Variables	Case Study		Main Study	
	Mean	Std. Deviation	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic
RD	4.84	1.05	4.47	0.83
LS	5.11	0.99	5.08	1.11
FMP	5.57	1.13	5.55	1.13
HR	4.94	0.97	4.89	1.06
VMA	5.91	0.79	5.85	0.75
TI	5.93	0.85	5.71	0.95
CD	5.74	0.93	5.51	1.12
PD	3.92	1.15	3.95	1.14
SE	5.93	0.85	5.68	1.00



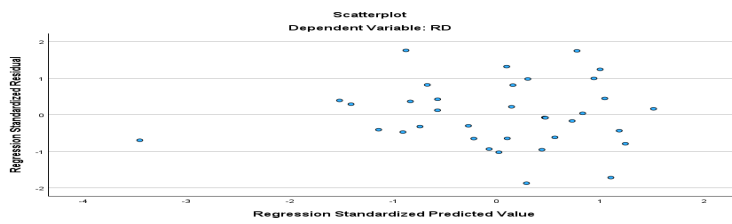
Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
RD	0.099	35	.200 <sup>*</sup>	0.962	35	0.257
LS	0.114	35	.200 <sup>*</sup>	0.969	35	0.408
FMP	0.141	35	0.077	0.922	35	0.016
HR	0.124	35	0.191	0.951	35	0.124
VMA	0.157	35	0.029	0.897	35	0.003
TI	0.158	35	0.027	0.929	35	0.026
CD	0.211	35	0.000	0.894	35	0.003
PD	0.181	35	0.005	0.931	35	0.030
SE	0.210	35	0.000	0.898	35	0.004

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction



Collinearity Statistics		
Variables	Tolerance	VIF
LS	0.813	1.230
FMP	0.830	1.205
HR	0.664	1.506
VMA	0.517	1.935
TI	0.532	1.880
CD	0.398	2.513
PD	0.777	1.287
SE	0.935	1.070

a. Dependent Variable: RD



Model Summary	
Model	Durbin-Watson
1	1.832

a. Predictors: (Constant), SE, FMP, VMA, PD, LS, TI, HR, CD

b. Dependent Variable: RD

Dependent Variable: RD	Case Study		Main Study	
	Pearson's r	Significance	Pearson's r	Significance
LS	0.262	0.129	0.509	0.000
FMP	0.152	0.384	0.399	0.000
HR	0.307	0.072	0.268	0.000
VMA	0.429	0.010	0.424	0.000
TI	0.582	0.000	0.375	0.000
CD	0.408	0.015	0.493	0.000
PD	0.400	0.017	0.194	0.000
SE	0.187	0.282	0.469	0.000

Model Summary and ANOVA				
Model	R	R square	F	Sig.
Case Study	.653 <sup>a</sup>	0.427	3.471	0.011
Main Study	.665 <sup>a</sup>	0.442	49.925	<.001

a. Dependent Variable: RD

b. Predictors: (Constant), CD, FMP, LS, HR, TI, VMA

Coefficients <sup>a</sup>						
	Case Study			Main Study		
	Unstandardized Coefficients	t	Sig.	Unstandardized Coefficients	t	Sig.
	B			B		
(Constant)	-1.391	-0.923	0.364	0.131	0.453	0.651
LS	0.211	1.303	0.203	0.226	7.127	0.000
FMP	-0.047	-0.326	0.747	0.110	3.472	0.001
HR	0.194	1.079	0.290	0.040	1.193	0.234
VMA	0.274	1.072	0.293	0.174	3.555	0.000
TI	0.639	2.647	0.013	0.073	1.763	0.079
CD	-0.166	-0.654	0.519	0.172	5.021	0.000

a. Dependent Variable: RD

Model Summary (X=FMP,LS,HR,VMA,CD,TI;Y=RD;M=PD)						
Path	Case Study			Main Study		
	R-sq	F	p	R-sq	F	p
LS-PD-RD	0.202	4.050	0.027	0.288	77.226	0.000
FMP-PD-RD	0.177	3.442	0.044	0.199	47.316	0.000
HR-PD-RD	0.195	3.878	0.031	0.097	20.549	0.000
VMA-PD-RD	0.367	9.261	0.001	0.245	62.084	0.000
TI-PD-RD	0.394	10.419	0.000	0.180	41.998	0.000
CD-PD-RD	0.281	6.262	0.005	0.283	75.249	0.000

Mediation Analysis (PD)							
Path	Effect Type	Case Study			Main Study		
		Coefficients (B)	BootLLCI	BootULCI	Coefficients (B)	BootLLCI	BootULCI
LS-PD-RD(a*b)	Indirect Effect	0.0585	-0.0643	0.274	0.006	-0.0071	0.0222
FMP-PD-RD(a*b)	Indirect Effect	0.0202	-0.85	0.1239	-0.001	-0.1670	0.1220
HR-PD-RD(a*b)	Indirect Effect	0.119	-0.0057	0.2748	0.017	0.0031	0.0371
VMA-PD-RD(a*b)	Indirect Effect	-0.0347	-0.3166	0.152	-0.040	-0.0741	-0.0113
TI-PD-RD(a*b)	Indirect Effect	0.0926	-0.0381	0.2406	0.000	-0.0193	0.0156
CD-PD-RD(a*b)	Indirect Effect	0.0629	-0.0605	0.1912	-0.001	-0.0156	0.0142

Model Summary (X=FMP,LS,HR,VMA,CD,TI;Y=RD;M=SE)						
Path	Case Study			Main Study		
	R-sq	F	p	R-sq	F	p
LS-SE-RD	0.115	2.068	0.143	0.366	110.540	0.000
FMP-SE-RD	0.059	1.011	0.375	0.332	94.911	0.000
HR-SE-RD	0.123	2.248	0.122	0.259	66.660	0.000
VMA-SE-RD	0.203	4.085	0.026	0.291	78.556	0.000
TI-SE-RD	0.361	9.039	0.001	0.284	75.837	0.000
CD-SE-RD	0.189	3.738	0.035	0.348	101.769	0.000

Mediation Analysis (SE)							
Path	Effect Type	Case Study			Main Study		
		Coefficients (B)	BootLLCI	BootULCI	Coefficients (B)	BootLLCI	BootULCI
LS-SE-RD(a*b)	Indirect Effect	-0.0234	-0.1439	0.0617	0.079	0.0417	0.1226
FMP-SE-RD(a*b)	Indirect Effect	-0.0046	-0.0897	0.0708	0.045	0.0079	0.0862
HR-SE-RD(a*b)	Indirect Effect	0.0106	-0.0787	0.0952	0.054	0.0190	0.0899
VMA-SE-RD(a*b)	Indirect Effect	0.0213	-0.0759	0.1347	0.149	0.0898	0.2157
TI-SE-RD(a*b)	Indirect Effect	0.0123	-0.0943	0.1013	0.097	0.0507	0.1490
CD-SE-RD(a*b)	Indirect Effect	0.0156	-0.1918	0.0977	0.084	0.0454	0.1243