



Cambridge
International

Professional Research Thesis

Titled

*Emphasizing The significance of Positive Educational
Leadership on Students' Success, Staff Retention, Overall School
Morale, and Quality Education as a Developmental goal.*

Researcher

Howyda Mahmoud Wagdi Mohamed Solia

Supervisor signature

2025



Dedication

I've dedicated this thesis to my family members, who always support me in all my decisions and different life situations. My beloved father, who represents the honorable model and the great example and whose respectful conduct, precious principles, and kind reputation fill the gatherings. His Excellency, the former Interior Minister of Egypt; General / Mahmoud Wagdi. My soulmate and beautiful daughter, who owns an overwhelming ambition, and achieves huge earlier successes, my main source of pride, hope, and happiness. The promising T.V. news anchor; Salma Marwan. My son and the apple of my eye, my guardian angel, who taught me wisdom and patience. The one who offers me a seat in heaven for his innocent manners, pure heart, and good intentions. The accountant; Ahmed Marwan. And finally, my dearest husband who provides me with love, security, support, and affection. He teaches me how to be there in times of adversity and sadness before times of prosperity and happiness. He is the best partner and the most loyal friend, The first Assistant Minister of Interior for Public Security; General / Gamal Abd ElBarry.

SUMMARY

Abstract:

Education is a rudimentary pillar of society, and the educational leadership always plays the major role in shaping the school whole world inside out. Principals and administrators have the power to influence and transform the entire educational environment to benefit the students' achievements, enhance their wellbeing, promote their engagement in the school community, as well as retaining staff members and meeting their expectations which, in return, raise the overall school morale. Besides, the quality of education as a developmental goal that all countries around the world, especially Egypt, are striving to achieve it falls on the responsibility of effective and positive educational leadership that is characterized by insight and a long-term vision. This is because "Quality Education", as one of the 17 sustainable development goals set by the United Nations for year 2030, requires developing curricula and instructional skills in a way that suits all students, including those with special needs and learning difficulties. To ensure their integration into society and their adaptation to working life which normally achieve justice and serve the public community. Quality education, also, seeks the development of the students' characters socially by engaging them in community service activities to raise their awareness of their country's main issues and their people's basic needs. This study aims to emphasize the huge impact of positive and effective educational leadership on improving learning outcomes, implementing comprehensive retention policy, creating positive school culture to ensure an honorable school reputation, achieving quality education through inclusivity and diversity acceptance, and connecting students' school activities with the community service.

Introduction:

Education is considered as one of the basic poles of the progress of societies, and educational leadership in particular is responsible for the success of the educational process goals due to its academic and administrative powers that qualify it to raise the level of students' success, teachers' performance, and the overall school morale.

By providing strategic direction, identifying academic goals, fostering multiple communication skills and implementing best teaching strategies and learning practices, educational leaders create a healthy environment which is positively connected with improved students' results, including higher exams grades, graduation rates, and college readiness.

Strong educational leaders who determine their academic needs, follow up their students' attainment and progress across all stages, recruit qualified educators and provide them with constant guidance accompanied by best teaching resources enhance easily the learning experience and nurture academic growth.

Additionally, effective leaders demonstrate an inclusive school atmosphere where students feel comfortable, motivated, appreciated, engaged, satisfied, and collaborative with all due respect to their individual differences and diversity.

Besides, positive educational leaders establish a general and strong retention policy for all staff members at the school starting with matrons, co teachers, teachers, social workers, and academic deans passing through the function heads and their assistants as operation, procurement, finance, human resources, students' affairs, admission, transportation, bookstore and finally with security and hygiene employees. This policy has been set up to meet the staff expectations in appropriate salaries, fear

evaluation system, proper facilities, functional authorities, and adequate social and health insurance.

Furthermore, supportive educational leaders are always keen to surround all the members of the school family by a huge doze of positivity, joy and resilience to make the educational environment their comfort zone, promote their ability to face challenges and find solutions to different problems as well as gaining positive school reputation and raising the overall school morale.

Quality education, as a developmental goal is multifaceted and encompasses of critical thinking, creativity, social skills, and preparation for the challenges of an ever-changing world. Also, it aims at providing individualized learning opportunities for students with disabilities and special needs, which of course falls on the responsibility of the constructive educational leadership.

Undoubtedly, it is an extremely significant and critical mission to find the missing link through which your country 's education becomes comprehensive, accepts diversity, and enables to be adapted, so that it can serve special needs and disabled students, and even push them to prefer integration and interaction in their community instead of living isolated and not belonging to it or to their people.

Therefore, positive educational leaders always work and dedicate their time and effort to overcome the obstacles that hinder access to achieving this mission. From these overcoming methods are; equitable access, qualified teachers, relevant curriculum, infrastructure, community involvement, life skills development, policy support, and others.

In fact, visionary school leaders often link quality education with community service, because hard skills can be learned in the classroom, but soft skills, which enrich our sons and daughters working lives in their future, are developed through working with

people, volunteering, inspiring hidden sides of their characters, and navigating new situations.

This study sheds light on the significant role that effective educational leadership plays towards students' achievements, staff retention, overall school morale, and quality education as a developmental goal. The recommendations can provide educational leaders, sociologists, psychologists, policy makers, and stakeholders with crucial information, and effective tools to create fruitful teaching and learning environment, improve leadership development programs, enhance quality education through applying inclusivity, and supporting community service.

The Study Problem:

Actually, learners spend the majority of their waking time at the school, and parental involvement in the school community is vital in both academic and social – emotional development of their children. According to a neuro scientific study, communication between educators, educational leaders, and parents has a positive impact on students' achievements, especially when the two sides are interacting effectively to promote a culture of respect, commitment, collaboration, responsibility, and sharing decision – making for the sake of their sons and daughters. Without cooperative parental and educational leadership participation, students will not achieve their full potential, achievement gaps will widen, and academic talents will be squandered.

Furthermore, educational leadership has to communicate positively with the staff members as well, to ensure the presence of healthy working environment that always enriches teaching and learning processes. Retention policy is crucial to achieve this precious goal, as it helps in fostering better relationships, leading to better team member performance, and making the school more enjoyable place to work overall.

On the other hand, absence of retention policy represents one of the main factors that causes the educational institution collapse. This is because, the high rate of resignations harms the school reputation and makes it lose the trust of parents, teachers, administrators, and head of educational departments. It also makes the school coveted by those with limited capabilities and financial greed.

Due to lack of active communication between educational leadership and parents, as well as the absence of retention strategies implementation, positive school culture will normally be ruined. There will be no clear sense of purpose, no productive relations among staff members, no honest conversations between principals and educators, more self- preservation than collaboration, active back channels over formal lines of communication, lack of safety and loyalty towards the educational institution.

Besides, we have to admit that there are critical gaps that impede the development of comprehensive and inclusive educational systems which negatively affect quality education as a developmental goal. These gaps can be attributed to some reasons, including; poverty, inequality, inadequate infrastructure, lack of qualified teachers, limited numbers of schools, limited facilities, lack of social skills, absence of community service, and limited professional learning communities which empower and qualify teachers to teach all types of learners especially the diverse ones, as well as establishing powerful teaching and learning forms that suit disabled and special needs.

These issues should be avoided but vanished from our schools and educational institutions. Efforts should be continued and more exerted to create fruitful rapport concurrently building a

supportive instructional communities include constructive and positive leadership that can improve learning outcomes, recruit, train, and retain qualified educators, foster healthy school culture serving students engagement and well-being, satisfy conscious guardians and obtain their satisfaction, as well as establishing professional staff members in academics and administration.

Also, successful school leaders who focus on quality education through implementing relevant lesson plans, inclusive curricula, and innovative teaching methods always try to connect their students with their social environment and encourage them to inspire their abilities by participating in the community service. This type of leadership must be a role model to everyone in the education field and must be always supported by all its needs to excel in achieving its precious and valuable goals.

The Importance of Studying:

Identifying the impact of positive educational leadership on students' achievements, staff retention, overall school morale, and quality education as a developmental goal is important for several reasons:

1. Arranging priorities of educational leaders' agenda.

The study will contribute to arranging priorities of principals, academic leaders, and administrators' agenda in such an effective way that ensures the school development and growth. As they must put students' success at the forefront of their goals, followed by a sustainable staff retention policy, which in turn increases the entire school morale.

2. Enhancing learning process.

Paying the utmost attention to the students' success by educational leadership, with a focus on applying the best teaching methods, implementing advanced learning strategies,

promoting positive behavior, and fostering classroom control and critical thinking activities will certainly enhance the learning process in all stages across the whole school.

3. Significance of retention.

Staff retention is a critical indicator of the educational institution success. Making each and every one of the staff feels that the school is his/her comfort zone. In addition to performing their work in a healthy environment that guarantees their rights will affect the value of the educational service provided in an effective and fruitful way.

4. School culture reflection.

Stability of the school situation in terms of students' achievements and the continuation of teachers and staff in their jobs, as well as their performance of those tasks with dedication and diligence will generate a constructive school culture that raises morale and spreads positive energy in general.

5. Significance of Inclusive and Quality-Oriented Educational System.

Paying attention to the importance of implementing inclusive educational frame works, encourages positive educational leadership to find out reasonable solutions and take measurable steps to bridge the gaps that hinder its achievement and pave the way for existing comprehensive education that empowers students on a global scale.

6. Promoting Community Service for Quality Education.

Effective educational leaders who promote students' participation in their community development as volunteers are far ahead of their peers with respect to skills in problem solving, collaboration, time management, communication, social intelligence, and leadership.

In conclusion, this study is significant not only for its potential to advance educational leadership performance, but also for its practical implications in promoting learning procedures, retention strategies, positive school culture, and quality education.

Objectives of the Study:

1.Examine the relationship between the effective educational leadership and the students' success indicators (e.g., exams grades, academic competitions rank, rate of attendance)

2.Identify an incentive policy and practical strategies that the school should implement to recruit, evaluate and retain qualified educators and staff members.

3.Clarify how educational leadership promotes parents' engagement in the learning environment to create positive school culture and kind reputation.

4.Examine the missing obstacles that hinder the development of inclusive education system and the role of constructive leadership in overcoming them.

5.Justify the positive effect of community service on students' development and how it equipped them by transferable social skills as: problem solving, time management, and social intelligence.

6.Emphasize that the success and development of the educational institution is due to the smart and positive educational leadership.

These objectives seek to achieve a deeper understanding of the mechanisms connecting educational leadership with students' success, staff retention, overall school atmosphere, and quality

education as a developmental goal that needs an inclusive education and social communication to be potentially fulfilled.

Study Hypotheses and Questions:

1. There is a positive correlation between the presence of effective educational leaders and students' success indicators (e.g., higher exams grades, academic competitions rank, rate of attendance).

2. Implementing retention strategies by principals and administrators, among all staff members, will increase their productivity and loyalty towards the school.

3. Promoting parents' engagement in the educational environment, will positively affect teaching and learning processes, and school reputation.

4. Positive school culture, which is created by positive educational leadership raises overall school morale.

5. There is a positive correlation between the presence of visionary educational leaders and the implementation of inclusive education that improves quality education.

6. Participation in community service, will positively affect the development of the students' social and emotional skills, as well as their learning outcomes.

Study Approach:

Descriptive analytical writing.

The Limits of the Study:

Spatial Boundaries: Egypt.

Time Limits: 2010 - 2024

Study Plan:

Chapter One: Positive Educational Leadership and Its Effect on Students' Success.

Section One: Understanding the Concept of Positive
Leadership in the School Environment.

- 1.1 Defining Leadership in the Context of Work.
- 1.2 Key Concept of Positive Leadership and Its Characteristics.
- 1.3 Importance of Educational Leadership.
- 1.4 Effect of Positive Educational Leadership on Establishing the School project.

Section Two: Effects of Positive Educational Leadership on
Students' Success.

- 2.1 Shaping the Learning Environment.
- 2.2 Implementing Innovative Teaching Methods and Academic Approaches.
- 2.3 Applying Classroom Management Strategies with Diversity Respect.
- 2.4 Utilizing Technology and Digital Resources to Enhance Learning Outcomes.

Chapter Two: Effects of Positive Educational Leadership on Staff Retention and Overall School Morale.

Section One: Effects of Positive Educational Leadership on Staff Retention.

- 1.1 Defining Retention in the Context of Work.
- 1.2 Importance of Retention at Schools.
- 1.3 Collaboration between Positive Educational Leadership and Human Resources to Implement a Solid Retention Policy.

Section Two: Effects of Positive Educational Leadership on Overall School Morale.

- 2.1 Promoting Positive School Culture Ensuring Student Engagement.
- 2.2 Creating an Inclusive School Climate Serving Student Well- Being.
- 2.3 Developing Effective Communication Between Educators, Students, and Families.

**Chapter Three: Effect of Positive Educational Leadership
on Quality Education as a Developmental
Goal.**

Section One: Positive Educational Leadership Focuses on
Quality Education to Support Disabled and Special
Needs

1.1 Defining Quality Education as a Developmental Goal.

1.2 Key Concept of Special Education and Its Importance.

1.3 Positive Educational Leadership Implements Quality

Education to Support Special Education.

Section Two: Achieving Quality Education through
Community

Service.

2.1 Defining Community Service and Its benefits.

2.2 Positive Relationship between Quality Education and

Community Service.

2.3 Effect of Community Service on Students Characters.

Conclusion:

In conclusion, the study has highlighted the profound effect of positive educational leadership on students' success, staff retention, overall school morale, and quality education as a developmental goal. Positive school leadership encompasses specific leadership skills such as; teaching others, time managing, organizing tasks, issuing orders, monitoring staff, celebrating achievements, motivating the hardworking, setting constructive reprimanding, opening interactive communication channels between students, educators and families, adapting academic curricula to suit all patterns of students, offering personalized learning opportunities for students with disabilities and special needs, connecting quality education with community service to enhance students' soft skills which are usually empowered by volunteering and charitable activities. So that, they own the ability that makes the future of the educational experience thriving, successful, productive, and fruitful.

First, within the realm of students' success, it was evident that positive educational leaders have the magic stick which turned the learning process to a journey of amusement and success. This happens by providing the students with qualified educators who are well- selected, guided, trained, supervised, and prepared to implement the modernist teaching strategies, classroom management techniques, academic methods, and pedagogical

approaches which ensure our sons' and daughters' superiority and distinction.

Secondly, concerning staff retention, the study shed light on the significant strategies that positive leadership follows and implements to successfully achieve this crucial goal. As both school leadership and human resources department collaborate to set a solid retention policy for all staff members. This policy includes offering professional development opportunities and professional learning communities, creating healthy working environment, establishing fair financial and evaluation systems, encouraging teachers' empowerment, and offering mentorship programs.

In fact, we must admit that positive educational leadership is professional enough to make qualified educators work together, not only because it directs them and enforces its powers and authority, but because this dedicated team instinctively want to do and perform their jobs to the fullest extent especially for the sake of their leadership.

Undoubtedly, this policy enhances the school 's kind WOM, good reputation, and trustworthy name. It becomes crystal and clear that positive educational leadership affects accordingly the overall school morale.

As it plays the major role in promoting positive school culture that fosters students' engagement by producing meaningful parents' involvement, developing good values, copying model behavior, establishing discipline, motivating students' achievements, encouraging innovation across the whole school environment, as well as creating an inclusive school atmosphere that serves students' well-being with respect to their diversity and individual differences.

Furthermore, there are several obstacles that hinder the quality and inclusiveness of education, and getting rid of these obstacles falls on the responsibility of effective and constructive educational leaders, who are able to design relevant academic approaches that benefits special needs students, guide and retain qualified educators, maintain school 's infrastructure, develop students' social skills, and integrate them into community to feel its people 's needs, as well as practicing charity with love and humility.

Finally, we conclude that the success of any educational institution basically depends on the educational leadership that leads this significant service and national project positively, effectively, and constructively.

Results:

Positive educational leadership positively affects:

- *Shaping the learning environment.*
- *Implementing innovative teaching methods and pedagogical approaches.*
- *Applying classroom management strategies.*
- *Utilizing technology and digital resources in learning process.*
- *Improving students' outcomes and achievements. (e.g., higher exams grades, higher competitions rank, higher rate of attendance)*
- *Motivating the hardworking students, educators, and employees.*
- *Achieving staff retention across the whole school.*
- *Reducing turnover rates.*
- *Creating healthy working atmosphere for all subordinates and healthy learning environment for all students.*
- *Establishing discipline system.*
- *Offering learning opportunities for diverse students with full respect to their individual differences.*
- *Providing staff with professional development opportunities as well as professional learning communities.*
- *Setting fair financial and evaluation systems for all staff members.*
- *Providing mentorship programs for both students and teachers.*
- *Promoting positive school culture.*
- *Fostering students' engagement and parents' satisfaction.*
- *Serving students' well-being and their involvement in decision-making through an inclusive school climate.*
- *Enhancing effective communication channels between educators, students, and their families.*

- *Spreading a spirit of loyalty, commitment, trust, and belonging towards the school.*
- *Raising the overall school morale.*
- *Working to achieve quality education as a developmental goal.*
- *Overcoming the obstacles that hinder the achievement of quality education.*
- *Adapting academic curricula to suit students with disabilities and special needs.*
- *Maintaining the school 's infrastructure to ensure all students' health and safety.*
- *Achieving equitable access to education.*
- *Supporting special education.*
- *Connecting education goals with community service.*
- *Enriching a sense of volunteering significance in students.*
- *Using community service to improve students' social skills.*
- *Playing the major role in the overall school success.*

Recommendations:

- *Select positive and qualified educational leaders to manage schools in ways that generate success and prosperity.*
- *Hold positive educational leadership accountable for shaping the school environment, offering the most advanced educational resources, preparing best educators, implementing innovative teaching strategies for students' success.*
- *Provide teachers with updated professional development programs to benefit all students, especially the diverse ones.*
- *Generalize a solid and fair retention policy for all staff members in which they feel empowered, belonging, safe, loyal, and connected to both the school and the students.*
- *Promote a positive and inclusive school culture that fosters students' engagement and well-being.*
- *Create continuous and opened communication channels between educators, students, and families to obtain parents' satisfaction, students' excellence, school's positive reputation and trustworthy name.*
- *Achieve quality education as a developmental goal and overcome the obstacles that hinder the implementation of inclusiveness in learning.*
- *Hold positive educational leadership accountable for applying relevant curricula, maintaining school infrastructure, offering equitable access to education, supporting special education, developing students' social skills, and involving community service in learning activities.*

- *Connect students with their country 's people through community service and highlight the significance of volunteering in shaping their characters effectively.*
- *Utilize quality education to improve learning for disabled and special needs.*
- *Provide capabilities and offer opportunities for positive educational leadership to work on achieving quality education and advancing the educational process from all angles and directions.*

The Reviewer:

1. Culduz, M., (2023).

the impact of educational leadership in improving the learning experience, Istanbul Medipol University, Chapter 8, 168-189.

<https://www.researchgate.net/publication/37747779>

2. Leapsome Team,

A look at why employee retention is important.

<https://www.leapsome.com/blog/why-employee-retention-is-important>

3. Karasova, J. & Kleckova, G. (2023).

Supporting Learners through Effective Communication: Student Teachers' Communication Strategies to Address Learner Behavior, vol. 48, 19-34

<https://files.eric.ed.gov/fulltext/EJ1416419.pdf>

4. Lestar, W. & Mahendra, F. E. & Fitria, N. & Jemain, Z. (2024).

Optimizing School-Based Management to Improve Student Performance: A Review of the 2023 Curriculum, International Journal of Islamic Educational Research, vol. 1, 45-50.

<https://international.aripafi.or.id/index.php/IJIER/article/download/68/104/366>

5. Granville, K & Lee, M. T. & Ritchie, J. (2024).

The Development of a New Model Educational Leadership: Leadership for Teacher Flourishing, Humanistic Management Journal, 247-267

L<https://link.springer.com/article/10.1007/s41463-024-00181-z>eadership.

6. Adams, B. , Studer Education, Increase School Staff Retention with These Two Critical Conversations.

<https://www.studereducation.com>

7. Williams, K. & Clint, F. (2023)

What is a learning environment, Study.com.

[Learning Environment | Definition, Types & Characteristics - Lesson | Study.com](#)

<https://study.com>

8. GRAND CANYON UNIVERSITY, (2024)

[10 Positive Classroom Management Strategies | GCU Blog](#)

<https://www.gcu.edu/blog>

9. Holliday, M. (2024)

[What Is Employee Retention? Benefits, Tips & Metrics | NetSuite](#)

<https://www.netsuite.com/portal/resource/articles/human-resources/employee-retention.shtml>

10. Vekeman, E. & Devos, G. & Valcke, M. (2016)

[\(PDF\) Linking educational leadership styles to the HR architecture for new teachers in primary education, Springer Plus 5 \(1\): 1754](#)

<https://www.researchgate.net/publication/308943694>

11. Recruiting.Com

[Proven Strategies for Increasing Teacher Retention Rates](#)

<https://www.recruiting.com/blog>

12. Leithwood, K. A. & Riehl, C. (2023)

**What We Know About Successful School Leadership,
University of Toronto & University of North Carolina at
Greensboro, 1-7**

<https://www.google.com>

13. Gutterman, A. S. (2023).

**Definitions and Conceptions of Leadership, Sustainable
Impact Entrepreneurship Project Research, 1-21**

<https://www.google.com>

14. Morris, J. M. (2017).

**Failure to Communicate; Teachers Talk to Parents. A
Thesis to The School of Education, College of Professional
Studies Northeastern University, Boston, Massachusetts,1-
104**

<https://www.google.com>

15. Papanthymou, A. & Darra, M. (2023).

**Defining Quality in Primary and Secondary Education,
Canadian Center of Science and Education, Vol 16, No.2,
128-149.**

<https://www.researchgate.net/publication/369602813>

16. Guajardo, M., A. & Garcia Jr., S. (2016).

**Educational Leadership for Community Development,
National Forum of Applied Educational Research Journal,
Vol. 29, No. 1&2, 1-13.**

<https://www.researchgate.net/publication/319493747>

17. Ahmed, I. & Said, H. (2023).

Effect of Community Participation in Education on Quality of Education. Evidence from a Developing Context, Journal of Education and Vocational Research, Vol. 4, No. 10, 1-7.

<https://www.researchgate.net/publication/336066658>

18. Fisher, D. (2021).

Education Leadership and the Impact of Societal Culture on Effective Practices, Journal of Research in International Education, Vol. 20(2), 134-153.

<https://www.researchgate.net/publication/353832086>

19. Afzal, A. & Hussain, N. (2020).

Impact of Community Service Learning on the Social Skills of Students, Journal of Education and Educational Development, Vol. 7(1), 55-70.

<https://www.researchgate.net/publication/342749037>

20. Chand, S., P. (2024).

Bridging the Gaps in Quality Education, The Educational Review, Vol. 8(2), 2-10.

<https://www.researchgate.net/publication/379000813>

21. Al suhaymi, A. & Al hammadi, M. & El tantawy, M., M. (2024).

Administrative and Leadership Requirements for implementing Evidence-Based Practices in Special Education Teachers, Frontiers in Education, 1-9.

<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1411968>

22. Cooley, D. & Whitten, E. (2017).
Special Education Leadership and the Implementation of
Response to Intervention, Chapter 12, 2-4.
<https://www.researchgate.net/publication/316115177>
23. Quality Education Meaning.
<https://www.google.com>
24. Our Vision on Quality Education.
<https://www.vvob.org/en/education>
25. Absence of Quality Education Causes.
<https://www.google.com>
26. Why is Special Education Important, A few things to
remember on the hard days.
<https://www.grace.edu>
27. Importance of Special Education for Special Children.
<https://educationtodayonline.com>
28. Teaching Strategies for Special Education.
<https://blog.ecapteach.com>
29. Community Service.
<https://en.wikipedia.org/wiki>
30. What is Community Service.
<https://blog.prepscholar.com>
31. Community Engagement, benefits of volunteering.
<https://www.wcsu.edu>
32. Community Involvement in Schools.
<https://thoughtexchange.com....>