

The influence of academic leadership styles on school culture within secondary resource schools in Cambodia

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ABSTRACT

In Cambodia, Secondary Resource Schools (SRSs) serve a unique purpose that extends beyond academic success to encompass the fostering of character development and spiritual growth. Understanding academic leadership practices is especially important due to the dual focus on academic and spiritual outcomes, as these leaders create the conditions for both cognitive and spiritual development. Given its importance, the fundamental purpose of this study was to explore how academic leadership styles (instructional and servant) influence the internal culture of the SRSs in Cambodia. To collect survey data from 150 teachers at SRSs in Cambodia, this study used a quantitative approach. The Principal Instructional Management Rating Scale (PIMRS), the Servant Leadership Questionnaire (SLQ), and the School Culture Survey (SCS) are well-known tools for assessing servant leadership, instructional leadership, and school culture. Their validation in earlier research ensures the applicability of these instruments to the goals of this study. The study's results demonstrate that instructional and servant leadership have a significant influence on school culture in SRSs in Cambodia. While instructional leadership had a stronger influence on academic and professional growth, servant leadership had a statistically significant influence on aspects of community and collaboration. Each of the two leadership styles had a more noticeable impact on distinct facets of school culture. The study's conclusions point to several tactical methods for implementing effective leadership practices in SRSs in Cambodia. Based on these findings, conclusions and recommendations for future research are provided.

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1. INTRODUCTION

School culture is a pivotal element in the efficacy of educational institutions, with leadership being crucial in its formation and maintenance. In Secondary Resource Schools

(SRSs) in Cambodia, school directors are solely accountable for amalgamating instructional leadership with servant leadership to foster academic achievement and spiritual growth. This study analyses the impact of various leadership styles on school culture and the spiritual environment, as perceived by teachers.

1.1 Background of the Study

Although every school has a culture, these cultures are significantly different from one another [1], [2], [3], [4], [5], [6]. Leadership has grown in importance in forming and fostering school culture as the educational landscape continues to change and become more complicated [7], [4], [5], [6]. A school's performance and efficacy are determined by its culture, which is defined by a common set of norms, values, and beliefs [1], [7]. Social patterns, shared beliefs, and school culture are all strongly impacted by school leadership. According to [3], [4], a value is a belief in goodness, truth, or an idea that serves as the foundation for a community's conduct. The school directors tie its unity to its mission and vision to accomplish its aims [4], [8], [5], [6].

There is a strong correlation between student achievement, school culture, and leadership style [9], [10], [3], [4], [6]. School directors are crucial in improving teachers' efficacy and overall performance, which, in turn, has an indirect effect on student achievement [3], [4], [6], [11], [12], [13]. Regardless of whether the atmosphere is positive or negative, principals are responsible for shaping the dominant school culture and setting the tone [14], [4], [6], [11]. A school director's leadership style can greatly improve educational outcomes when they are viewed as instructional leaders [15], [16], [11]. In Secondary Resource Schools (SRSs) in Cambodia, the school director shapes the school's culture and ethos through both instructional and spiritual aspects [15], [14], [3], [4], [6]. To establish a culture of spiritual development and academic performance, a good school leader is crucial to ensuring that the school's values and mission align with everyday practices [17], [18], [3], [4], [19].

The school director, in particular, has a significant impact on the general culture and academic achievement of students in an SRS environment [15], [14], [3], [4], [6]. According to [3], [4], [6], school directors who are more confident in their capacity to lead instruction are more likely to foster an environment where teachers feel capable, thereby improving student learning. Parents typically send their sons/daughters to an SRS to share their beliefs with them [3], [4], [6]. SRSs are notable for their blend of character development, academic performance, and faith. In addition to imparting knowledge, SRSs work to help students develop a sense of purpose and SRS values. A school's leadership must be able to inspire stakeholders, develop a vibrant community, and translate its vision into practical tactics to accomplish this aim [3], [4], [6].

1.2 Statement of Problems

School directors of SRSs in Cambodia play a crucial role in fostering an atmosphere where spiritual principles and academic rigour coexist, greatly influencing the school's identity [15], [14], [3], [4], [6]. They lay the groundwork for integrating academic success with spiritual development by promoting a leadership style that combines values,

ethics, and moral principles [3], [18] [20], [4]. In addition to preparing students for academic endeavours, this innovative approach cultivates a strong sense of spiritual and moral integrity, which is a defining characteristic of their leadership in establishing a culture where faith and education coexist peacefully [21], [14], [3], [4], [22], [23].

This study investigates the complex relationship between leadership style and SRS culture, specifically how the dual leadership approach—which combines instructional and servant leadership styles—affects the culture of an SRS. In these institutions, leadership involves more than just administrative supervision; it also includes the active role of school directors as instructional leaders and the application of servant leadership. This dual emphasis is essential for developing a SRS culture that combines academic rigour with religion, encouraging both academic performance and a biblical worldview [15], [14], [3], [4], [6].

With an emphasis on raising student academic achievement, SRS school directors in Cambodia have difficulties akin to those in public education [15], [14], [3], [4]. However, studying leadership in SRSs reveals fresh insights into how leadership philosophies influence SRS culture and promote academic success. By exploring the unique leadership styles in SRSs and emphasising how these school directors play a crucial role in fusing academic objectives with spiritual values to improve the school's performance, this study adds to the body of existing literature [15], [14], [3], [4], [6]. This study contributes to the broader discussion of how best to promote student performance in this educational context by offering insights into the complex interactions between leadership styles and school culture in SRS education.

1.3 Purposes of the Study

The fundamental purpose of this quantitative study is to examine teachers' perceptions of the academic leadership styles of their school directors within SRSs in Cambodia, with particular emphasis on how instructional and servant leadership styles influence the internal culture of SRSs in Cambodia.

1.4 Research Questions

The following research questions guide this quantitative investigation:

1. What effects does instructional leadership style have on how SRSs in Cambodia perceive their school culture and spiritual climate?
2. How do SRSs in Cambodia evaluate their school culture and spiritual climate in relation to the servant leadership style?"
3. According to SRS teacher perspectives, which facets of school culture are most influenced by instructional versus servant leadership styles?"

1.5 Theoretical Framework of the Study

This study's theoretical framework, which integrates Instructional Leadership Theory, Servant Leadership Theory, and Organisational Culture Theory, provides a comprehensive lens for analysing how these leadership components influence internal cultures within SRSs [24], [25], [26]. Understanding the dynamic roles that leadership

styles play in fostering both academic rigour and spiritual development depends on this integration. These three instruments have been validated in previous research, ensuring their suitability for the study.

1.6 Significance of the Study

The importance of leadership in educational settings, especially its impact on creating a culture that promotes both academic and spiritual growth, highlights the study's significance. In terms of its influence on student learning, leadership is ranked second only to classroom instruction [9], [27], [28]. This claim is consistent with research showing that school directors' leadership styles have a significant impact on schools' academic and cultural achievement [15], [14], [3], [4], [6].

This study intends to provide insights into enhancing leadership tactics to improve academic achievement and spiritual growth in SRSs by examining the relationship between leadership practices and school culture. It also aims to offer guidance on supporting SRS leaders' professional development, highlighting the need for leadership development courses tailored to the specific requirements of SRS educational leadership.

2. METHODS

This research employed a quantitative approach to examine the relationships among instructional and servant leadership styles and school culture at Secondary Resource Schools (SRSs) in Cambodia. Survey data from SRS educators were used to systematically assess leadership techniques, school culture, and spiritual atmosphere using validated tools. Suitable statistical methods were employed to assess the impact and significance of different leadership styles on essential aspects of school culture.

2.1 Research Design

To examine how instructional and servant leadership styles influence the culture and spiritual climate of SRSs across Cambodia, this quantitative study employed a descriptive correlational design. This design proved very useful for measuring relationships, enabling the analysis and measurement of direct linkages between leadership styles and school culture [29]. This highly structured technique was especially helpful in educational research, as it enabled the identification of distinct trends. As a result, qualitative data were typically less generalizable [29].

2.2 Research Participants

A survey was administered to 150 SRS teachers across Cambodia to collect data for this study. Convenience sampling was used to select participants based on their availability and willingness to participate. This sampling technique may have affected the sample's representativeness, a consideration to keep in mind when evaluating and interpreting the findings, even though it is feasible and effective given the study's geographical and logistical scope [29].

2.3 Research Instruments and Data Collection

The survey provided thorough insights into the dynamics within SRS educational settings by integrating three validated instruments to measure instructional leadership (Principal Instructional Management Rating Scale, PIMRS), servant leadership (Servant Leadership Questionnaire), and school culture (School Culture Survey).

1. PIMRS, or the Principal Instructional Management Rating Scale, Philip Hallinger's Short Form: Defining the School Mission, Managing the Instructional Program, and Fostering a Positive School Learning Climate are the three main characteristics of the PIMRS, a thoroughly tested tool for evaluating principal leadership behaviours. This scale includes evaluating instructional techniques, creating a healthy learning environment, and ensuring the school's objectives are clear. Numerous validation studies have verified the construct validity and reliability of the PIMRS.

2. Robert et al.'s Servant Leadership Questionnaire (SLQ): The SLQ guarantees accurate evaluations of servant leadership in a variety of contexts because it has been thoroughly verified via several studies. Examples of SLQ questions are "Does the leader demonstrate empathy towards employees?" and "How well does the leader listen to team members?" These items aid in evaluating critical elements of servant leadership, such as empathy and listening.

3. The School Culture Survey (SCS) conducted by [30] has been thoroughly tested through empirical research to guarantee its dependability in assessing different aspects of school culture. The SCS uses a 5-point Likert scale with 35 items covering topics such as Collaborative Leadership, Professional Teacher Culture, Student-Centred Focus, and Unity of Purpose to gauge people's perceptions of school culture.

For this study, a single survey instrument was created by combining items from the PIMRS, SLQ, and SCS and distributed to participants via Qualtrics. This creative method made it easier to examine instructional and servant leadership methods and how they affect school culture in the context of SRS. An in-depth examination of leadership dynamics and their impact on the educational environment was made possible by combining these validated instruments into a single, simplified survey that guaranteed a comprehensive evaluation while preserving the integrity and validity of the original measures [29]. To ensure the content and construct validity of the new combined survey instrument, an expert panel assessment was conducted.

For the data collection procedure, the research team is responsible for disseminating the survey to every school and for giving teachers a sense of legitimacy and relevance. To further benefit the SRS community, the researcher agreed to share the findings with SRS and to write a blog post or article for them. Participants were urged to take part in the study via the researcher's email address. The email contained a link to the Qualtrics survey, which starts with a consent form. Along with this consent form, participants verified their eligibility based on at least two years of employment at their present institution and reiterated their consent to participate under the indicated privacy circumstances. Qualtrics was used to create this integrated survey, which provided strong security and privacy while streamlining the collection of three separate surveys for the participant into a single instrument.

2.4 Data Analysis and Statistical Procedures

The researcher verified the data's accuracy, identified missing values and outliers, and made the necessary adjustments. The statistical program SPSS was used to perform the analysis.

1. Multiple regression analysis and Spearman's rank correlation were two of the statistical methods used to examine the survey data. The strength and direction of the connections between instructional and servant leadership styles and several facets of school culture and spiritual atmosphere were examined using Spearman's rank correlation. To identify which leadership style was more common and closely linked to a positive Christian school culture, a nonparametric approach was selected, as it is appropriate for ordinal data and can capture monotonic correlations [29].

2. The effects of instructional and servant leadership styles on particular aspects of school culture, such as collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnerships, were also examined using a multivariate regression analysis. This approach was selected to evaluate several dependent variables simultaneously and provide a thorough understanding of how each leadership style influences school culture [29], [30].

2.5 Ethical Considerations

The survey began with an Informed Consent statement outlining the study's risk, purpose, and intent. This study adhered to the principle of beneficence, or minimal risk to participants, by carefully balancing risks and benefits. Instead of using a researcher-centred approach, this study used a subject-centred approach to ask participants how they saw certain scenarios.

3. RESULTS

The results of the statistical analyses done to address the research questions are presented in this session. Specifically, the analysis aims to answer the research questions presented in the introduction.

3.1 Results for the Research Question One

The first research question was asked: "*What effects does instructional leadership style have on how SRSs in Cambodia perceive their school culture and spiritual climate?*"

A linear regression analysis was conducted to examine the relationship between instructional leadership (INL) style and school culture (SCC).

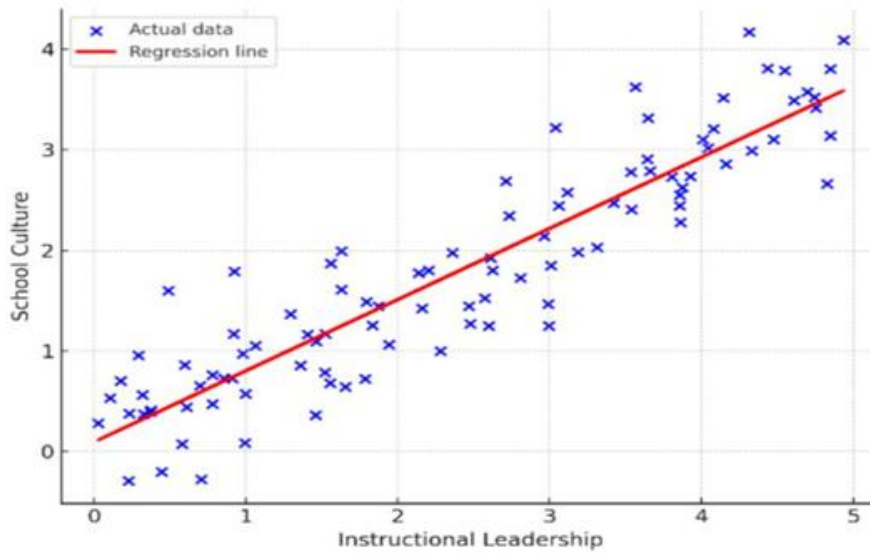


Figure 1. Results of the scatter plot of linear regression between INL and SCC

As shown in Figure 1 above, the findings reveal the relationship between instructional leadership (INL) and school culture (SCC). The best-fit regression line, which illustrates the strong positive correlation between the two variables, is shown in red, while the blue dots represent the actual data points.

Spearman’s rank correlation (Table 1) and Pearson’s correlation (Table 2) were used to investigate the connection between INL and SCC further. The linear link between the variables was examined using Pearson’s correlation, and the monotonic relationship was evaluated using Spearman’s rank correlation. Results are reported in Tables 1 and 2 below.

Table 1. Results of correlation between INL and SCC (n=150)

Classification	INL	SCC
INL	1.00	0.728*
SCC	0.728*	1.00

Note: * $p < 0.01$, ** $p < 0.001$ (two-tailed)

Table 1 above indicates that INL and SCC were found to have a substantial positive connection ($r(150) = 0.728$, $p < 0.001$, 95% CI [0.613, 0.834]). There was a statistically significant correlation. The Spearman’s rank correlation coefficient and significant values for both variables.

Table 2. Results of correlation between INL and SCC (n=150)

Classification	INL	SCC
INL	1.00	0.759*
SCC	0.759*	1.00

Note: * $p < 0.01$, ** $p < 0.001$ (two-tailed)

Table 2 above displays the Pearson correlation data. A significant positive linear relationship between instructional leadership and school culture was found using Pearson's correlation ($r(150) = 0.759$, $p < 0.001$, 95% CI [0.654, 0.830]).

For this research question, a statistically significant positive association between INL and SCC was found using both Spearman's rank correlation and Pearson's correlation. A more noticeable linear relationship between the two variables was indicated by the Pearson correlation, which was marginally higher than Spearman's rho.

3.2 Results for the Research Question Two

The second research question was asked: "How do SRSs in Cambodia evaluate their school culture and spiritual climate in relation to the servant leadership style?"

A linear regression analysis was used to determine how servant leadership (SEL) style and school culture (SCC) relate to one another.

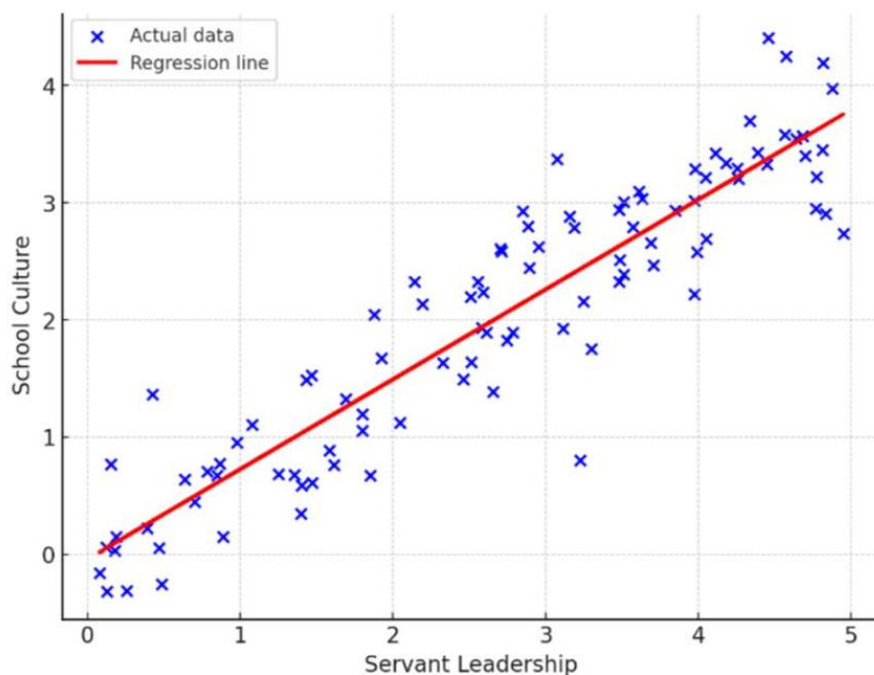


Figure 2. Results of the scatter plot of linear regression between SEL and SCC

As shown in Figure 2 above, the association between SEL and SCC is depicted in the scatter plot. The best-fit regression line, which illustrates the positive correlation between the two variables, is shown in red, while the blue dots depict the actual data points.

Spearman's rank correlation (Table 3) and Pearson's correlation (Table 4) were used to investigate the connection between SEL and SCC further. The linear link between the variables was examined using Pearson's correlation, and the monotonic relationship was evaluated using Spearman's rank correlation. Results are reported in Tables 3 and 4 below.

Table 3. Results of correlation between SEL and SCC (n=150)

Classification	SEL	SCC
SEL	1.00	0.730*
SCC	0.730*	1.00

Note: * $p < 0.01$, ** $p < 0.001$ (two-tailed)

The Spearman's rank correlation coefficient and the significance values for both variables are shown in Table 3 above, which presents the analysis's findings. The results show that SEL and SCC have a substantial positive association ($r(150) = 0.730$, $p < 0.001$, 95% CI [0.623,0.819]) according to Spearman's rank correlation analysis. This relationship was statistically significant.

For this research question, a statistically significant positive relationship between SEL and SCC was found using both Spearman's rank correlation and Pearson's correlation. A more noticeable monotonic link between the two variables was suggested by Spearman's rho, which was marginally higher than the Pearson correlation.

Table 4. Results of correlation between SEL and SCC (n=150)

Classification	SEL	SCC
SEL	1.00	0.721*
SCC	0.721*	1.00

Note: * $p < 0.01$, ** $p < 0.001$ (two-tailed)

Table 4 above displays the Pearson correlation results. The results indicate that SEL and SCC have a strong positive linear relationship ($r(150)=0.721$, $p < 0.001$, 95% CI [0.612,0.813]) according to Pearson's correlation analysis. This relationship was statistically significant.

3.3 Results for the Research Question Three

The third research question was asked: "According to SRS teachers' perspectives, which facets of school culture are most impacted by instructional versus servant leadership styles?"

Regression analyses were used to investigate the impact of instructional leadership and servant leadership on six aspects of school culture to answer Research Question 3: (1) Learning Partnership (LEP); (2) Unity of Purpose (UNP); (3) Collaborative Leadership (COP); (4) Collegial Support (COS); (5) Teacher Collaboration (TEC); and (6) Professional Development (PRD).

Table 5. Results of regression coefficients for INL and SEL on SCC aspects (n=150)

SCC Aspect	Beta (INL)	Beta (SEL)	p (INL)	p (SEL)	R ²	F
LEP	0.221	0.265	0.102	0.043	0.192	11.195
UNP	0.313	0.355	0.009	0.003	0.365	26.945
COP	0.199	0.630	0.033	<0.001	0.607	72.055
COS	0.628	0.058	<0.001	0.597	0.298	20.023
TEC	0.328	0.318	0.005	0.008	0.444	37.675
PRD	0.224	0.171	0.005	0.008	0.349	25.386

- Notes - $p < .05$ indicates statistical significance.
 - Beta (β) = standardized beta coefficient; p = significance level;
 R^2 = coefficient of determination; F = F-statistic.

As shown in Table 5 above, the regression coefficients (β) indicate the degree and direction of the relationship between INL, SEL, and the six SCC aspects. The statistical significance of these relationships is evaluated by the p-values. The R^2 values show how much of each SCC aspect's variance may be attributed to the various leadership philosophies. By evaluating the regression model's overall significance, the F-statistic ascertains whether the independent variables — INL and SEL — collectively account for a sizable amount of the variance in each SCC aspect.

Using the regression results shown in Table 5 above, the next report examines how INL and SEL affect each aspect of SCC. To assess the statistical significance and explanatory power of leadership styles in influencing LEP, UNP, COP, COS, TEC, and PRD, each section presents the β coefficients, p-values, and R^2 values.

- (1) LEP: SEL significantly and favourably affected the learning relationship component ($\beta = 0.265$, $p = 0.043$). The lesser beneficial effect ($\beta = 0.221$, $p = 0.102$) that INL displayed was not statistically significant at the traditional level ($p < .05$).
- (2) UNP: In terms of UNP, both INL ($\beta = 0.313$, $p = 0.009$) and SEL ($\beta = 0.355$, $p = 0.003$) showed statistically significant positive effects.
- (3) COP: COP was positively impacted by SEL in a statistically significant way ($\beta = 0.630$, $p < 0.001$). Additionally, INL showed a statistically significant positive effect ($\beta = 0.199$, $p = 0.031$). Stronger views of COP inside the school are linked to higher levels of both SEL and INL, according to the positive standardised regression coefficients.
- (4) COS: COS was positively impacted by INL in a statistically significant way ($\beta = 0.628$, $p < 0.001$). A modest, non-significant effect was seen with SEL ($\beta = 0.058$, $p = 0.597$).
- (5) TEC: Both INL ($\beta = 0.328$, $p = 0.005$) and SEL ($\beta = 0.318$, $p = 0.008$) had statistically significant positive effects on TEC.
- (6) PRD: Both INL ($\beta = 0.224$, $p = 0.005$) and SEL ($\beta = 0.171$, $p = 0.008$) had statistically significant positive effects on PRD.

4. DISCUSSION

The results of the study are discussed in this session, along with their implications for SRS leadership and their fit within the current body of knowledge. The study looked at

how servant leadership and instructional approaches affected school culture in SRSs in Cambodia. It has long been acknowledged that leadership plays a crucial role in forming school culture [31], [6], [4], [14]. Higher levels of student accomplishment and teacher satisfaction can result from an atmosphere of cooperation, trust, and ongoing development fostered by effective leadership [32], [33], [36]. However, there are extra challenges for leaders in SRSs since they have to strike a balance between students' moral and spiritual growth and academic demands [6], [3], [4], [14].

The study's findings show that both instructional and servant leadership greatly influence school culture in SRSs in Cambodia. The establishment of an organised, academically demanding environment was facilitated by instructional leadership. The school's academic culture is shaped by leaders who practice instructional leadership, who place a high priority on professional development, instructional assistance, and clear standards. On the other hand, it was discovered that servant leadership is crucial to creating a cooperative, trustworthy educational environment. Strong bonds, a common goal, and an inclusive decision-making process are all fostered by leaders who exercise servant leadership. These results are consistent with those of [34], who highlighted how leadership shapes school culture and eventually affects academic achievement. The study showed that, whereas leadership directly affects academic results, the school's organisational culture also serves as a mediating factor. In a similar vein, [33]-[37] emphasised the importance of leadership in fostering an environment where cooperation and trust drive institutional effectiveness. To create a comprehensive school culture that balances academic success and spiritual growth, SRS leaders should incorporate both instructional and servant-leadership strategies. This bolsters the idea that different leadership philosophies are complementary rather than antagonistic when it comes to fostering an atmosphere that fosters both student success and religious development.

Learning partnerships (LEP) were positively impacted by servant leadership in a statistically significant way ($\beta = 0.265$, $p = 0.043$). This implies that servant leadership promotes shared decision-making and relational trust, both of which strengthen the school-administration learning relationship. Although instructional leadership showed a favourable effect ($\beta = 0.221$, $p = 0.102$), it did not approach statistical significance, suggesting that its impact on learning partnership might be more indirect or context-dependent. Collaborative leadership (COP) was most strongly impacted by servant leadership ($\beta = 0.630$, $p < 0.001$). This finding suggests that leadership that prioritises inclusivity and trust is essential for promoting collaborative decision-making and enabling faculty involvement. These results align with the Servant Leadership Theory, which emphasises that leaders who prioritise shared governance, mentorship, and faculty well-being foster a more engaged and mission-driven school culture [34], [33], [14]. The idea that leaders who support their faculty foster conditions of trust and empowerment, ultimately enhancing institutional effectiveness, is further supported by the strong association between servant leadership and collaborative leadership. COP was most strongly impacted by servant leadership ($\beta = 0.630$, $p < 0.001$). Although to a lesser degree, this study shows that instructional leadership and leadership that prioritises trust also led to COP ($\beta = 0.199$, $p = 0.033$), indicating that structured leadership techniques also

contribute to collaboration. In addition, PRD was more strongly influenced by instructional leadership ($\beta = 0.224$, $p = 0.008$), underscoring its impact on training programs and continuous learning initiatives. The Instructional Leadership Theory, which contends that principals are crucial in determining the quality of instruction through curriculum supervision, teacher assistance, and professional development, is empirically supported by these findings [32], [15]. [32] The claim that strong instructional leaders provide the frameworks for long-term academic improvement is supported by findings that instructional leadership has a major impact on teacher collaboration and professional development. Although to a slightly lower extent, servant leadership also led to professional development ($\beta = 0.171$, $p = 0.008$), indicating that relational support and mentoring are important factors in professional development.

The results demonstrate how servant leadership and instructional leadership complement one another in influencing different aspects of school culture [15], [14]. In domains such as learning partnerships, unity of purpose, and collaborative leadership that depend on trust, shared purpose, and teamwork, servant leadership exerted a particularly powerful influence. These findings imply that cultivating a coherent school culture requires a leadership approach that emphasises inclusivity and relationship-building. On the other hand, areas such as collegial support, teacher collaboration, and professional development that require organised support and professional development were more affected by instructional leadership. SRSs in Cambodia must incorporate servant leadership as a strategic capability into leadership development programs rather than merely recognising it as an ideology, to create a sustainable leadership culture [6], [3], [4], [14].

5. CONCLUSION AND RECOMMENDATION

This section consolidates the study's main findings and contextualises them within the wider theoretical and empirical literature on school leadership and culture in Cambodia. The section then emphasises the main findings from the examination of instructional and servant leadership techniques for influencing school culture in SRS situations. The section also provides recommendations for future study to enhance understanding of leadership dynamics and to guide the development of more effective, context-sensitive leadership practices in Cambodian schools.

5.1 Conclusion

- a. By investigating the impact of instructional and servant leadership on school culture, this study adds to the expanding corpus of research on SRS leadership in Cambodia. The results highlight the importance of both leadership philosophies in creating a supportive and productive learning environment. This study demonstrates that a mix of organised leadership practices and relational trust-building shapes school culture by integrating Organisational Culture Theory, Instructional Leadership Theory, and Servant Leadership Theory. The findings support the Organisational Culture Theory by showing how shared norms and institutional values are influenced by leadership behaviours [35], [39].
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- b. By demonstrating that administrators who offer explicit instructional advice improve teacher effectiveness and student learning, the results support the instructional leadership theory [32]. Servant Leadership Theory's emphasis on trust and empowerment as essential elements of a successful school culture is supported by the high correlation between servant leadership and collaborative leadership [34], [33], [38]. Hence, SRS leaders in Cambodia may establish a vibrant learning environment that promotes both strong spiritual formation and excellent academic achievement by putting into practice leadership techniques consistent with their school's objective.

5.2 Recommendations for Future Research

- a. Future research could use a mixed-methods approach that includes focus groups, interviews, and classroom observations to provide a more thorough knowledge of how leadership styles actually affect school culture. Qualitative approaches would provide a more thorough examination of leadership actions and their direct influence on school culture, even as surveys offer insights into teachers' viewpoints.
- b. Future studies should also examine how leadership styles interact with external factors such as family involvement, community involvement, pagoda relationships, and local cultural factors. Insights into comprehensive school leadership models that go beyond internal school structures can be gained by delving deeper into the roles of parents, churches, and community organisations. A more sophisticated leadership paradigm in SRS education would result from an understanding of how these outside ties influence school culture.

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