

A COMPARATIVE ANALYSIS OF EDUCATIONAL LEADERSHIP MODELS: TOWARD A HYBRID FRAMEWORK FOR GLOBAL PRIVATE EDUCATION

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Abstract

This study presents a comparative analysis of leadership and management models in two high-performing private educational institutions: Beaconhouse School System (Pakistan) and Institut Le Rosey (Switzerland). Grounded in established theoretical frameworks including Fullan's moral purpose and change theory, Kotter's leadership-management distinction, Carbery and Garavan's leadership competencies, and Robinson's instructional leadership, the study examines how leadership practices are shaped by contextual realities. This study employs a qualitative comparative case study design using secondary data and thematic analysis to explore leadership practices across contrasting institutional contexts. Using a qualitative comparative approach, the study identifies contrasting leadership paradigms: centralized strategic systems leadership at Beaconhouse and transformational, distributed leadership at Le Rosey. Findings indicate that while Beaconhouse achieves scalability and consistency through standardized governance and data-driven management, Le Rosey excels through relational trust, cultural adaptability, and personalized learning. The study argues that effective educational leadership is inherently context-sensitive and proposes a hybrid leadership model integrating strategic coherence with cultural agility. The findings contribute to the literature on global educational leadership and offer practical implications for policymakers and institutional leaders.

Keywords: *Comparative Education, Educational Leadership, Hybrid Leadership Model, Private Schooling, Systems Leadership, Transformational Leadership*

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1. Introduction

1.1. Background

Educational leadership is a critical driver of institutional effectiveness, shaping teaching practices, organizational culture, and student outcomes. In private education, leadership must simultaneously address academic excellence, operational efficiency, and market competitiveness. As education systems globalize, leadership models increasingly reflect contextual realities, including socio-economic conditions, cultural expectations, and institutional scale.

1.2. Problem Statement

While existing literature has explored leadership models such as transformational, instructional, and distributed leadership, most studies are **context-specific and fragmented**. There is limited research comparing leadership across **contrasting institutional ecosystems**, particularly between large-scale private school networks in developing countries and elite, small-scale institutions in developed contexts. This gap restricts theoretical advancement and limits the development of **context-adaptive leadership frameworks** capable of addressing global educational challenges.

1.3. Research Questions

This study is guided by the following questions:

- **RQ1:** How do leadership models differ between large-scale and elite private educational institutions?
- **RQ2:** How do contextual factors shape leadership effectiveness?
- **RQ3:** What theoretical insights can be derived from cross-context comparison?
- **RQ4:** How can a hybrid leadership model enhance educational effectiveness globally?

1.4. Contribution of the Study

This study makes a significant contribution to the field of educational leadership by advancing a cross-contextual understanding of leadership and management practices in private education. Unlike much of the existing literature, which tends to examine leadership models within isolated institutional or geographical settings, this research offers a comparative analysis of two fundamentally different educational ecosystems—a large-scale private school network in a developing country and an elite international institution in a developed context. By doing so, it bridges a critical gap between macro-level systems leadership and micro-level relational leadership, providing a more integrated perspective on how leadership operates across diverse environments.

Furthermore, the study contributes theoretically by synthesizing established leadership frameworks, including Fullan's concept of moral purpose and systemic reform, Kotter's distinction between leadership and management, and Robinson's instructional leadership model, into a unified analytical lens. This integration enables a deeper

understanding of how leadership practices are not only implemented but also adapted in response to contextual demands. The most significant contribution of this research lies in the development of a hybrid leadership framework that combines structural coherence with cultural intelligence and adaptive capacity. This framework extends existing leadership theories by proposing a context-responsive model that is both scalable and flexible.

In addition to its theoretical value, the study offers practical implications for policymakers, educational leaders, and institutional administrators. It provides evidence-based insights into how leadership models can be designed to balance efficiency with innovation, standardization with personalization, and accountability with inclusivity. By highlighting the importance of aligning leadership practices with socio-cultural and institutional realities, the study contributes to the development of more sustainable and globally relevant educational systems.

2. Theoretical Framework

This study is guided by three key leadership theories: transformational leadership, distributed leadership, and instructional leadership. Transformational leadership focuses on the ability of leaders to inspire and motivate individuals through a shared vision, fostering commitment and continuous improvement within educational institutions (Burns, 1978; Bass, 1999). This approach is particularly relevant in challenging environments where motivation and adaptability are essential. Distributed leadership highlights the importance of sharing leadership responsibilities among teachers and staff, promoting collaboration, collective decision-making, and the effective use of institutional expertise (Spillane, 2006). This model is often associated with more decentralized and participatory education systems. Instructional leadership, in contrast, places strong emphasis on improving teaching and learning processes, where leaders actively support teachers, monitor classroom practices, and focus on student outcomes (Hallinger, 2005). Together, these theoretical perspectives provide a comprehensive framework for analyzing educational leadership across different contexts. They help explain how leadership practices vary between Pakistan and Switzerland, particularly in relation to governance structures, resource availability, and institutional support systems. These theories collectively inform the analytical lens of this study and guide the interpretation of findings across both institutional contexts.

3. Literature Review

Educational leadership has been widely recognized as a critical factor influencing school improvement and student learning outcomes. Research consistently demonstrates that leadership is second only to classroom instruction in its impact on student achievement (Leithwood et al., 2008). Contemporary perspectives on school leadership emphasize that leaders are no longer confined to administrative roles but are expected to function as facilitators, mentors, and agents of change within dynamic educational environments

(Bush, 2020). In this regard, leadership practices that directly focus on teaching and learning have been shown to produce significant improvements in student performance, reinforcing the importance of instructional leadership in educational settings (Robinson et al., 2008).

Among the various leadership models, transformational leadership has received considerable attention for its ability to enhance teacher motivation, organizational commitment, and overall school effectiveness. Foundational work by Burns (1978) and further development by Bass (1999) highlight the role of visionary leadership in fostering a shared sense of purpose within institutions. Empirical studies indicate that when school leaders promote a collective vision and actively support teacher development, institutional performance improves significantly (Leithwood & Jantzi, 2005). In parallel, distributed leadership has emerged as an important framework that emphasizes shared responsibility and collaborative decision-making, particularly in environments that value teamwork and participatory governance (Spillane, 2006; Harris, 2013). Instructional leadership, on the other hand, focuses explicitly on improving classroom practices and aligning teaching strategies with learning outcomes, and has been found to have a direct and measurable impact on school effectiveness (Hallinger, 2005; Hallinger & Heck, 2010).

In developing country contexts such as Pakistan, the effectiveness of educational leadership is often constrained by structural and systemic challenges. Studies by Ali and Saeed (2019) and Khan (2020) identify issues including limited financial resources, political interference, and inadequate professional training as major barriers to effective leadership. Andrabi et al. (2007) further highlight significant disparities in education delivery, particularly in rural areas, where access and quality remain persistent concerns. Reports from international organizations such as UNESCO (2022) and UNICEF (2023) reinforce these findings, noting that weak governance structures and unequal resource distribution hinder the development of effective leadership systems. Despite these challenges, research suggests that school leaders in Pakistan demonstrate resilience by fostering strong community engagement and leveraging local support systems to improve educational outcomes (Shah, 2016).

In contrast, developed countries such as Switzerland provide a more enabling environment for educational leadership, characterized by strong institutional support and well-defined governance structures. Huber and Muijs (2010) observe that educational leaders in Switzerland operate within a collaborative and structured system that promotes shared accountability and innovation. Policy frameworks in Switzerland are largely evidence-based, allowing for more informed and effective decision-making processes (OECD, 2021). Additionally, decentralized governance models, as highlighted by EDK (2022), provide flexibility to local institutions, enabling them to adapt leadership practices according to contextual needs. Professional development and leadership training are also

well-established, contributing to the overall effectiveness of school leadership (Huber, 2011). However, challenges such as increasing cultural diversity, teacher shortages, and student well-being continue to pose significant concerns even within these advanced systems (Huber & Skedsmo, 2021).

Comparative research underscores the importance of context in shaping leadership practices and their outcomes. Hallinger (2011) argues that leadership models cannot be universally applied across different educational systems, as their effectiveness is contingent upon socio-cultural, economic, and institutional factors. This perspective highlights the need for context-sensitive approaches to educational leadership that consider both local realities and global trends. Despite a growing body of literature on leadership in both developed and developing contexts, there remains a lack of structured comparative studies examining countries such as Pakistan and Switzerland. This study addresses this gap by providing a systematic and comparative analysis of leadership and management models in these two contrasting educational environments.

Recent studies further emphasize the growing importance of adaptive and hybrid leadership approaches in complex educational systems (e.g., Nguyen et al., 2022; Hallinger & Wang, 2023).

4. Research Gap

Despite extensive research on educational leadership, existing studies largely examine leadership models within isolated institutional or geographical contexts (Hallinger, 2011). Much of the literature focuses either on large-scale educational systems in developing countries or on elite institutions in developed settings, with limited efforts to integrate insights from both. As a result, there is a lack of comparative understanding of how leadership models operate across fundamentally different socio-economic, cultural, and organizational environments.

Furthermore, while leadership frameworks such as transformational, distributed, and instructional leadership have been widely studied (Leithwood et al., 2008; Robinson et al., 2008), they are often applied independently rather than in combination. This has led to a fragmented understanding of leadership practices, with insufficient attention to how different models can be integrated to address complex and context-specific challenges in education systems.

In addition, there is a noticeable gap in comparative research examining countries such as Pakistan and Switzerland, which represent contrasting educational ecosystems in terms of scale, governance, and institutional priorities. Existing studies rarely explore how leadership approaches in these contexts can inform each other or contribute to the development of more adaptive and globally relevant models.

In response to these gaps, the present study addresses the research questions outlined in the Introduction and proposes a hybrid leadership framework that integrates structural, relational, and adaptive dimensions of educational leadership.

5. Methodology

This study adopts a qualitative comparative case study design to examine and contrast educational leadership and management models in two distinct institutional contexts: Beaconhouse School System (Pakistan) and Institut Le Rosey (Switzerland). A comparative case study approach is particularly appropriate for investigating complex social phenomena within real-life settings, as it allows for an in-depth and context-sensitive understanding of leadership practices and organizational dynamics (Yin, 2018). This design is further supported by Creswell and Poth (2018), who emphasize the suitability of qualitative case studies for exploring processes, relationships, and contextual influences in educational research.

The selection of cases was purposive, based on their contrasting characteristics and alignment with the research objectives (Patton, 2015). Beaconhouse represents a large-scale private educational network in a developing country context, characterized by centralized governance, scalability, and standardized practices. In contrast, Institut Le Rosey represents a small-scale, elite international institution in a developed context, emphasizing distributed leadership, cultural diversity, and holistic student development. The deliberate selection of these contrasting cases enables analytical generalization and facilitates a deeper understanding of how leadership models operate across different socio-economic and institutional environments.

Data for this study were collected from multiple secondary sources, including institutional reports, official publications, policy documents, and existing academic literature. The use of secondary data is appropriate for comparative case studies where access to primary data may be limited and where reliable institutional documentation is available (Johnston, 2017). Employing multiple data sources allows for triangulation, which enhances the credibility and robustness of the findings (Denzin, 1978).

The data were analyzed using a thematic analysis approach, guided by established theoretical frameworks such as Fullan's theory of educational change, Kotter's leadership–management distinction, and Robinson's instructional leadership model. Thematic analysis is widely recognized as a flexible and rigorous method for identifying, analyzing, and interpreting patterns within qualitative data (Braun & Clarke, 2006). In this study, key themes related to leadership styles, governance structures, decision-making processes, and contextual influences were systematically identified and compared across the two cases. A cross-case analysis was subsequently conducted to identify similarities and differences, enabling the development of broader theoretical insights (Yin, 2018).

To ensure the trustworthiness of the study, several strategies were employed. Data triangulation was used to validate findings across multiple sources, while theory-driven analysis ensured alignment with established scholarly frameworks. Additionally, cross-case consistency was maintained by applying the same analytical criteria to both cases, thereby enhancing reliability and internal validity. These measures align with qualitative research standards for credibility, dependability, and confirmability (Lincoln & Guba, 1985).

Despite these strengths, the study has certain limitations. First, the reliance on secondary data may restrict the depth of insights compared to primary data collection methods such as interviews or observations. Second, the study focuses on only two institutions, which may limit the generalizability of the findings to other educational contexts. However, the aim of this research is analytical rather than statistical generalization, providing theoretical insights that can inform broader applications (Yin, 2018). Third, contextual differences between Pakistan and Switzerland may introduce interpretive bias; however, this limitation is mitigated through the use of established theoretical frameworks and systematic cross-case comparison. Future research could expand this study by incorporating primary data and additional cases to further validate and refine the proposed hybrid leadership framework.

6. Findings

6.1. Leadership Model at Beaconhouse School System

The analysis reveals that the leadership model at Beaconhouse School System is predominantly characterized by a strategic and centralized systems approach. Leadership is exercised through a hierarchical structure in which strategic direction, policy formulation, and quality assurance mechanisms are defined at the central level and implemented uniformly across campuses. This approach emphasizes standardization, scalability, and operational efficiency, enabling the institution to manage a large and geographically dispersed network of schools. Decision-making processes are largely top-down, with regional and campus-level leadership responsible for executing centrally defined policies. Furthermore, leadership practices at Beaconhouse are closely aligned with data-driven management, where performance indicators, inspections, and monitoring systems are used to ensure consistency in educational delivery. While this model supports coherence and accountability across the system, it reflects a strong reliance on structured governance and formalized processes.

6.2. Leadership Model at Institut Le Rosey

In contrast, the leadership model at Institut Le Rosey reflects a transformational and distributed approach, characterized by participatory governance and relational dynamics. Leadership responsibilities are shared among administrators, faculty members, and, to some extent, students, fostering a sense of collective ownership and collaboration.

Decision-making processes are more decentralized and involve consultation and consensus-building, which supports adaptability and responsiveness to individual and cultural needs. The leadership approach places strong emphasis on holistic student development, intercultural understanding, and personalized learning experiences. Additionally, relational trust and professional autonomy are central to institutional functioning, allowing educators to innovate and tailor their practices according to student needs. This model highlights the importance of leadership as a social and cultural process rather than purely a structural function.

6.3. Comparative Analysis of Leadership Models

The comparative analysis of the two institutions highlights clear differences in leadership orientation, governance structures, and operational priorities. Beaconhouse demonstrates a systems-oriented leadership model focused on efficiency, standardization, and large-scale implementation, whereas Le Rosey exemplifies a relational and culture-driven leadership model that prioritizes personalization, collaboration, and innovation. While Beaconhouse relies on centralized control and policy-driven coherence to maintain quality across a vast network, Le Rosey leverages distributed leadership and participatory decision-making to foster a cohesive institutional culture.

These findings further indicate that contextual factors play a significant role in shaping leadership practices. In the case of Beaconhouse, operating within a developing country context necessitates a focus on scalability, access, and consistency, which is reflected in its structured leadership approach. Conversely, Le Rosey operates within a resource-rich and globally oriented environment, allowing for greater flexibility, cultural responsiveness, and individualized educational practices. Despite these differences, both institutions demonstrate alignment between leadership models and their respective institutional goals, suggesting that leadership effectiveness is closely linked to contextual suitability rather than adherence to a single universal model.

These findings provide the empirical basis for further theoretical interpretation in the discussion section.

6.4. Discussion

The purpose of this study was to examine how educational leadership models operate across contrasting institutional contexts and to derive theoretical and practical insights from this comparison. The findings provide a nuanced understanding of how leadership practices are shaped by organizational scale, socio-economic conditions, and institutional priorities. This section discusses the findings in relation to the research questions and existing theoretical frameworks.

Addressing **RQ1 (How do leadership models differ between large-scale and elite private educational institutions?)**, the study reveals a clear distinction between systems-oriented and relational leadership models. Beaconhouse demonstrates a

centralized, strategic systems leadership approach characterized by standardization, policy-driven governance, and scalability. This aligns with Kotter's (1996) concept of managing complexity, where structured processes and hierarchical control are essential for maintaining consistency across large organizations. In contrast, Institut Le Rosey exemplifies a transformational and distributed leadership model that emphasizes collaboration, shared decision-making, and cultural responsiveness. This reflects the principles of distributed leadership (Spillane, 2006) and transformational leadership (Bass, 1999), where leadership is viewed as a collective and relational process. These findings highlight that leadership models differ not only in structure but also in their underlying philosophy, with one prioritizing efficiency and the other emphasizing human-centered development.

In relation to **RQ2 (How do contextual factors shape leadership effectiveness?)**, the findings underscore the critical role of socio-economic and institutional context in determining leadership practices. Beaconhouse operates within a developing country context, where challenges such as large student populations, resource constraints, and the need for standardized quality necessitate a centralized and efficiency-driven leadership model. This supports Hallinger's (2011) assertion that leadership must be adapted to contextual realities rather than universally applied. Conversely, Le Rosey functions within a resource-rich, internationally diverse environment that allows for flexibility, personalization, and cultural adaptability. Its leadership model reflects Fullan's (2002) concept of reculturing, where change is driven through relationships, shared values, and collaborative practices. These findings suggest that leadership effectiveness is not determined by the superiority of a particular model but by its alignment with contextual demands.

Addressing **RQ3 (What theoretical insights can be derived from cross-context comparison?)**, the study contributes to the integration of multiple leadership theories by demonstrating that existing models are often applied in isolation and fail to capture the complexity of real-world educational systems. Beaconhouse's leadership approach aligns with systems leadership and aspects of instructional leadership through its emphasis on standardized curricula and teacher development programs (Robinson, 2011), while Le Rosey embodies transformational and distributed leadership through its focus on relationships, collaboration, and innovation. The comparison reveals that these models are not mutually exclusive but represent complementary dimensions of effective leadership. This finding extends existing literature by suggesting that leadership theories should be viewed as interconnected rather than discrete frameworks.

Finally, in response to **RQ4 (How can a hybrid leadership model enhance educational effectiveness globally?)**, the findings support the need for an integrative approach to educational leadership. Neither purely centralized nor fully distributed models

are sufficient to address the complexities of modern education systems. Instead, effective leadership requires a balance between structural coherence and cultural adaptability. Drawing on Fullan's (2011) concept of coherence-making, this study proposes that leadership should integrate strategic alignment, relational trust, and contextual responsiveness. A hybrid model allows institutions to maintain quality and accountability while also fostering innovation, collaboration, and inclusivity. Such an approach is particularly relevant in an increasingly globalized educational landscape, where institutions must navigate diverse challenges while preparing students for complex, interconnected futures.

Overall, the discussion reinforces the central argument of this study: that educational leadership is inherently context-sensitive and must evolve beyond single-model approaches. By linking empirical findings with established theoretical frameworks, the study provides a more holistic understanding of leadership practices and lays the foundation for the development of a hybrid leadership framework presented in the subsequent section.

These findings not only answer the research questions but also extend existing leadership theories by demonstrating their integrative applicability across diverse contexts.

7. Proposed Hybrid Leadership Framework

Building on the comparative findings and theoretical synthesis, this study proposes a **Hybrid Leadership Framework** that integrates the strengths of both centralized systems leadership and transformational distributed leadership (Gronn, 2002; Spillane, 2006). The framework responds to the limitations of single-model approaches by offering a balanced and context-sensitive model that combines structural efficiency with relational and adaptive capacities.

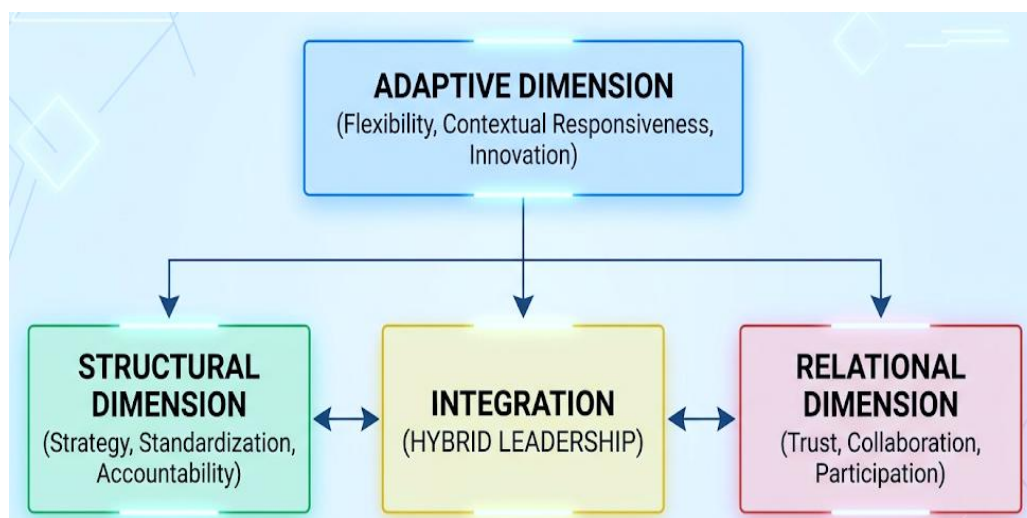
The proposed framework is grounded in three interrelated dimensions: **structural**, **relational**, and **adaptive**. The **structural dimension** reflects the strengths observed in the Beaconhouse model, emphasizing strategic planning, standardized processes, accountability mechanisms, and data-driven decision-making. This dimension ensures organizational coherence, scalability, and quality assurance, which are particularly critical in large and resource-constrained educational systems.

The **relational dimension**, derived primarily from the Le Rosey model, highlights the importance of trust, collaboration, and shared leadership. It emphasizes participatory governance, teacher empowerment, and strong interpersonal relationships, which contribute to innovation, motivation, and institutional culture. This dimension aligns with transformational and distributed leadership theories, where leadership is viewed as a collective and socially constructed process.

The third component, the **adaptive dimension**, serves as the integrating mechanism that enables institutions to respond effectively to changing contextual

demands. This dimension incorporates flexibility, cultural intelligence, and continuous learning, allowing leadership practices to evolve based on socio-economic conditions, student diversity, and global educational trends. It reflects Fullan's (2011) concept of coherence-making, where systems and cultures are aligned dynamically rather than rigidly. The interaction of these three dimensions creates a holistic leadership model that is both stable and flexible. Structural elements provide the necessary foundation for consistency and accountability, relational elements foster engagement and innovation, and adaptive elements ensure responsiveness and sustainability. The framework suggests that effective educational leadership is not located within a single paradigm but emerges from the dynamic integration of these complementary dimensions.

This hybrid model contributes to the literature by moving beyond traditional dichotomies such as centralized versus decentralized or managerial versus transformational leadership. Instead, it proposes a continuum-based approach where leadership practices are selectively integrated based on contextual needs. For practitioners, the framework offers a practical guide for designing leadership systems that balance efficiency with inclusivity, standardization with personalization, and control with empowerment.



Hybrid Leadership Framework integrating structural, relational, and adaptive dimensions.

9. Implications

The findings of this study offer important implications for theory, practice, and policy in the field of educational leadership. By developing a hybrid leadership framework that integrates structural, relational, and adaptive dimensions, the study provides a

comprehensive perspective on how leadership can be effectively aligned with diverse institutional contexts.

From a **theoretical perspective**, this study contributes to the advancement of educational leadership literature by moving beyond the traditional treatment of leadership models as discrete and independent constructs. Existing theories such as transformational, distributed, and instructional leadership have often been examined in isolation, limiting their explanatory power in complex organizational settings. This study addresses this limitation by demonstrating that effective leadership emerges from the integration of multiple theoretical dimensions rather than adherence to a single model. The proposed hybrid framework extends Fullan's concept of coherence-making and complements Kotter's distinction between leadership and management by offering a more dynamic and context-sensitive approach. As such, the study provides a foundation for future research to explore integrative and hybrid models of leadership across different educational systems.

From a **practical perspective**, the findings offer actionable insights for educational leaders and institutional administrators. The study highlights the importance of balancing centralized structures with participatory practices to achieve both efficiency and innovation. For large-scale educational systems, such as those operating in developing contexts, incorporating relational elements—such as teacher empowerment, collaborative decision-making, and trust-building—can enhance motivation and improve educational outcomes. Conversely, elite or smaller institutions can benefit from adopting selected structural mechanisms, including performance monitoring and strategic planning, to ensure consistency and accountability. The hybrid framework thus serves as a practical guide for designing leadership strategies that are both context-responsive and outcome-oriented.

From a **policy perspective**, the study underscores the need for education systems to adopt flexible and adaptive leadership models that reflect local realities while aligning with global standards. Policymakers should recognize that standardized, one-size-fits-all leadership policies may not be effective across diverse contexts. Instead, policies should encourage a balance between accountability frameworks and institutional autonomy, enabling schools to innovate while maintaining quality assurance. Furthermore, investment in leadership development programs that integrate strategic, relational, and adaptive competencies can strengthen the overall effectiveness of educational systems. This is particularly important in developing countries, where leadership capacity plays a crucial role in addressing systemic challenges and improving access to quality education. Overall, the implications of this study emphasize that sustainable and effective educational leadership requires an integrative approach that combines structure, culture, and adaptability. By aligning leadership practices with contextual needs and global demands,

educational institutions can enhance their capacity to deliver high-quality, inclusive, and future-oriented learning experiences.

10. Conclusion

This study set out to examine how educational leadership and management models operate across contrasting institutional contexts and to develop a more integrated understanding of leadership effectiveness in private education. Through a comparative analysis of Beaconhouse School System (Pakistan) and Institut Le Rosey (Switzerland), the study demonstrates that leadership practices are fundamentally shaped by contextual realities, including institutional scale, socio-economic conditions, and cultural expectations.

The findings reveal two distinct yet equally effective leadership paradigms. Beaconhouse exemplifies a strategic, centralized systems leadership approach that prioritizes scalability, standardization, and operational coherence, enabling the delivery of consistent educational quality across a large and diverse network. In contrast, Le Rosey represents a transformational and distributed leadership model that emphasizes relational trust, cultural adaptability, and holistic student development within a highly international and resource-rich environment. These contrasting approaches highlight that leadership effectiveness cannot be evaluated in isolation from context; rather, it depends on the alignment between leadership practices and institutional needs.

A key contribution of this study lies in the development of a hybrid leadership framework that integrates structural, relational, and adaptive dimensions. This framework challenges the conventional dichotomy between centralized and distributed leadership by proposing a more dynamic and context-responsive model. It demonstrates that effective leadership is not rooted in a single paradigm but emerges from the strategic integration of multiple approaches, enabling institutions to balance efficiency with innovation, accountability with flexibility, and standardization with personalization.

The study also reinforces the importance of moving beyond context-bound and theory-specific perspectives in educational leadership research. By bridging insights from developing and developed contexts, it contributes to a more global and inclusive understanding of leadership practices. However, the study acknowledges its limitations, particularly the reliance on secondary data and the focus on two cases, which may constrain the generalizability of the findings. Future research can build on this work by incorporating primary data, expanding the number of cases, and empirically testing the proposed hybrid framework across different educational settings.

In conclusion, the study argues that the future of educational leadership lies in integrative and adaptive models that respond to the complexities of a rapidly changing global landscape. Educational institutions that are able to align strategic structures with relational dynamics and contextual responsiveness will be better positioned to deliver

sustainable, inclusive, and high-quality education. The hybrid leadership framework proposed in this study offers a pathway for achieving this balance and provides a foundation for both scholarly inquiry and practical innovation in educational leadership.

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