Navigating Global Leadership Models: Empowering Sri Lankan Teachers as Transformative Leaders in Education

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Abstract

The research seeks to adapt global leadership models and determine how to apply them in secondary schools in Sri Lanka to empower teachers to become transformative leaders. The secondary objective is to examine global leadership theories and how they can be integrated into the socio-cultural context of secondary school teachers, which will increase teacher leadership and improve student achievement. The research addresses the question: How can global leadership theories be modified for the socio-cultural setting of secondary teachers in Sri Lanka to scale up leadership and student outcomes? The study adopts an advanced literature review methodology, which includes an analysis of various international and local studies on leadership, teacher mentorship, and appropriate conceptual frameworks, with special focus on the Sri Lankan context of education. The paper highlights secondary school teachers who are influenced by the diverse tasks due to the local social and cultural norms. It considers the teachers' duties in enhancing instructional practices, fostering cooperation, and driving sustainable school reforms, as well as the challenges related to inflexible structures, scarce professional growth opportunities, and poor collaboration. Findings emphasise the importance of contextualised leadership frameworks that facilitate change in education, increase teacher participation, and improve student outcomes. The study suggests further empirical testing of the proposed model in diverse secondary school settings in Sri Lanka to assess its practical applicability and effectiveness.

Keywords: Global Leadership Models, Sri Lanka, Teachers, Transformative Leaders, Education

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Introduction

Global leadership methods produce multiple systems that teachers can adopt to strengthen educational results and teaching techniques (Kerkhoff & Cloud, 2020). The system works well in worldwide education, but needs changes when used for schools in Sri Lanka. Its unique social customs mean that teachers assume multi-faceted responsibilities because of the distinct social and cultural traditions that have impacted the education system (Hummel et al., 2024). In addition to "second parents," teachers are also regarded as moral guides, a role that stems from the religious and cultural expectations that govern Buddhist, Hindu, Christian, and Muslim communities (Rathnayake & Jayasinghe, 2024). Such expectations necessitate teachers to take the helm as community leaders, charged with educational matters and children's moral and social well-being (Pantić & Wubbels, 2012). Sri Lankan education policies have emphasised this aspect by encouraging collaboration between schools and communities and giving teachers a pivotal role as drivers of social unity and national progress. Sri Lankan schools commemorate religious and cultural functions that involve teachers' participation, parent–teacher associations, and various community functions (Wijesekera et al., 2018). These Sri Lankan customs demonstrate the distinctive social expectations of teachers in Sri Lanka, who have additional cultural and social duties and professional responsibilities; this further fosters the ability to provide essential societal mentorship and transformative leadership.

The research investigates whether global leadership systems can become more suitable for Sri Lanka by enabling teachers to evolve into change-makers who lead in their unique school settings (Weerapperuma et al., 2024). Teachers at schools need to act as change leaders within educational settings to make positive changes in education systems. Fernando et al. (2024) Research proves that when teachers lead their schools well, they create better student results and develop more excellent learning environments. Toprak (2020) and Gumus et al. (2018) assert that most research about education leadership focuses on Western leadership systems that may not solve Sri Lanka's specific teacher problems. Karunaweera and Lee (2021) highlight the proper ways to empower teachers based on global leadership models within Sri Lanka's existing educational practices.

Leadership development in Sri Lankan schools should include how teaching works in local reality, but most training efforts ignore this vital part. Traditional top-down control, small professional growth, and weak leadership sharing interfere with teachers' capacity to take transformational leadership roles (Aturupane et al., 2022). The situation demands a customised model combining suitable leadership methods with Sri Lankan teaching requirements worldwide. This research aims to design a teacher leadership

system suitable for Sri Lankan classrooms as we develop plans to help teachers transform their educational practices. The research explores how global leadership models suit Sri Lankan schools and finds ways for teacher leadership development despite existing barriers (Fernando et al., 2024). The research will add to educational transformation discussions by proving that teachers lead essential change for long-lasting outcomes.

The research results benefit both Sri Lanka and developing nations dealing with education problems due to their applicable findings. Those who design education policies and educate and manage schools will gain new knowledge from this investigation to help them develop practical leadership training that fits their circumstances. When teachers are granted power, students receive better learning opportunities and modern classroom practice. This research uses an organised structure to help readers fully grasp the study proposal. Also describes the research methods for concept development before examining the Sri Lankan education system. This research ends by showing how our results could help develop a new leadership framework that boosts teacher control and education transformation. By analysing this topic, the study aims to discover better ways to lead teachers within Sri Lankan schools, which enhance educational methods.

Literature review

Introduction to Leadership Theories

Educational leadership has been a growingly researched concept over the past few decades. Leaders in research place educational leadership as transformative leadership, transformational leadership, teacher leadership, and distributed leadership as four of the most researched types of leadership in recent years (Gumus et al., 2018; Toprak, 2020). Gumus et al. (2018) assert that research over the years attempts to determine whether educated efforts with leaders increase such organisational behaviours and ultimately increase student success. Thus, many of the findings are quantitatively reported over time. Educational leadership comes from multiple theoretical frameworks, where school leaders take positions about these frameworks to determine the best motivational action and how their actions might purposefully and successfully change the course of organised change (Harris, 2005). Thus, educated awareness creates more effective and appropriate responses. In addition, factors are plaguing the nation's advancement. Quality leaders' education advancements implicate factors that plague national advancement and educated leadership quality advancements (Amanchukwu et al., 2015).

Therefore, sustainable success may never be possible without guilty styles, educated strategies, and approaches to leadership. Therefore, educated leaders must change what has been done for years as the field grows. However, one must assess educated policy and practice for

educated imperatives over time to suit twenty-first-century solutions best (Amanchukwu et al., 2015; Harris, 2005). Theories of leadership span the centuries and go as far back as the "great man" theory and up until now (Khan et al., 2017). Many earlier theories focused on traits or behaviours and then shifted to a situational emphasis and a leader-follower exchange assessment (Deshwal & Ali, 2020). However, in recent years, the theories of transformational leadership and ethical and authentic leadership have been primarily found in current research for this literature review as they apply to today's contemporary business environment (Deshwal & Ali, 2020; Zehndorfer, 2013).

Furthermore, topical research findings present emerging rewards and punishments for leadership endeavours such as distributed leadership, charismatic leadership, and emotional intelligence (Nanjundeswaraswamy et al., 2024). Leadership is necessary for all entities and can impact how employees approach performance and behave at work (Vivek Deshwal & M. Ali, 2020). Therefore, the need for a theoretical study of leadership is complicated by various theoretical proposals over time to see what works best (Nanjundeswaraswamy et al., 2024). Such theories create baseline expectations for what should be given in operational conduct and how best to manage such operations (Zubair Ahmad Khan et al., 2017).

Perspectives of Transformational Leadership Theory

Among leadership theories developed by James MacGregor Burns stands transformational leadership, which focuses on leaders who motivate followers to achieve excellent results (Eaton et al., 2024). The management field widely endorsed this theory, yet Eaton et al. (2024) demonstrate that it has lost its democratic essence. Siangchokyoo et al. (2019) argue that evaluating follower transformation requires reassessment. Transition into emotional leaders maintains dual capabilities as vision setters who demonstrate enthusiasm and translate organisational goals into personal objectives (Schmitt et al., 2016). The theory's evaluation has identified neutral assumptions and racial biases (Ladkin & Patrick, 2022). The development of improved leadership models with effective measures requires scholars to restore older theory phases, according to Siangchokyoo et al. (2020. The need to question leadership models and their basic framework exists to recognise potential damage to distinct population groups of followers and leaders (Ladkin & Patrick, 2022).

Multiple researchers now analyse Transformational Leadership Theory (TLT) from different theoretical viewpoints. Ladkin and Patrick (2022) use Critical Race Theory to investigate Transformational Leadership Theory and identify the impact of whiteness normative elements within it. According to Eaton et al. (2024), the democratic origins of TLT vanished during its

introduction to management studies. The researchers from Siangchokyoo et al. (2020) advocate returning to the initial stages of theory development because TLT lacks sufficient research on the transformation of followers, who remain a vital component of its framework. According to Fourie & Höhne (2019), TLT maintains an unrealistic heroic depiction of leaders that can be corrected through Protestant theology, which would help followers see leaders more realistically and gain self-empowerment. A group of studies examines TLT's supposed objectivity (Ladkin & Patrick, 2022) while bringing light to its democratic origins (Eaton et al., 2024) and tests fundamental TLT principles (Siangchokyoo et al., 2019). It evaluates unrealistic leader requirements (Fourie & Höhne, 2019).

The concept produces meaningful positive results across individual work performance, team operations, and organisational structure (Deng et al., 2022). Construct validity concerns persist because researchers advocate returning to follower transformation as the core concept of the theory (Siangchokyoo et al., 2020). A transformative style of school leadership produces meaningful effects across different educational variables at the teacher, school, and student levels in Chinese K-12 contexts (Li, 2020). The four dimensions of transformational leadership, including ideal effect and inspirational motivation, intellectual stimulation, and individual consideration, are actively employed by Saudi Arabian public universities (Alessa, 2021). The four dimensions produce positive organisational outcomes: commitment, knowledge management, and job satisfaction. Leadership development initiatives should incorporate transformational leadership since newer models demonstrate minimal additional validity, according to Deng et al. (2022).

Research studies indicated that Transformational leadership enhanced organisational outcomes and employee satisfaction (Humphreys & Einstein, 2003). It is said to have been associated with employees' better well-being, albeit more complex, due to several mediating factors (Arnold, 2017). The theory goes beyond typical business contexts because it can apply to areas like youth sports coaching, where follower development at multiple levels happens (Turnnidge & Côté, 2016). Further studies should fill in the theory's loopholes with the help of better measurement development and extension across diverse contexts (Hilmy & Miftahusurur, 2024). Causality may also be tested by employing better research designs while keeping the aspects of transformational leadership distinct (Arnold, 2017). There is a chance to highlight more democratic and ethical principles in this theory, making it relevant to current practices (Bass & Steidlmeier, 1999).

Navigating world leadership models

Since conceptual differences exist between global leadership models, their

implementation faces barriers resulting from diverse theories of competence, different organisational structures and definitions, and leadership theory integrated with global leadership (Azeredo & Henriqson, 2022). Global educational leadership needs culturally mindful models that adapt to the varying interests of stakeholders, according to Taqwim et al. (2024). The Global Leadership for Sustainability model is based on spirituality, ethical principles, self-transcendence, and interconnectedness (Fry & Egel, 2021). The Global Leadership Capacity Wheel is a complete guide to understanding leadership competencies while identifying specific areas for more research within global and indigenous leadership dimensions (Turner et al., 2019). Research shows that global environments demand leadership structures that merge cultural understanding with ethical foundations for successfully navigating sustainability problems within diverse settings.

This research about leadership models demonstrates that new approaches must be developed to resolve organisational challenges. Through his study, Esenyel (2024) recommends successfully uniting different leadership models to handle the volatile, uncertain, complex, and ambiguous (VUCA) environments and the need for digital transformation. According to Marcy (2023), there are theoretical weaknesses in public sector leadership development that should use leadership frameworks from outside disciplines. Wempe (2022) asserted that Plato's leadership concepts are relevant to present-day situations through doctor-leader and teacher-leader roles. Azeredo and Henriqson (2022) conducted a study that evaluates Global Leadership Competency (GLC) models to reveal conceptual challenges that prevent the creation of a unified framework. Diverse assumptions regarding competency definitions, different model frameworks, and conflicting boundaries in competency definition create this issue.

Since the implementation of free education in 1947, the education system of Sri Lanka has seen tremendous changes in reaching universal primary education and high literacy rates (Liyanage, 2014). The system still suffers challenges, including poor quality, curriculum mismatches with labour market demands, and inefficient administration (Liyanage, 2014). Muslim minority lags in educational attainment due to socio-religious and political factors (Rifai, 2021). Although beneficial, the free education policy has created emerging issues requiring urgent policy, implementation, and regulatory reforms (Alawattegama, 2020). These challenges are compounded by the complex sociocultural dynamics and historical context of Sri Lanka, including ethnic tensions and nationalism (Roberts, 2004). Recommendations include increasing education funding, eliminating disparities between rural and urban schools, revising curricula, and promoting student-centred learning environments (Alawattegama, 2020).

Socio-Cultural Dynamics in Sri Lankan Education

Sri Lankan education indicates the complex interaction between sociocultural factors and pedagogical approaches. Student-centred learning in tertiary education is viewed as improving participation and independent thinking, but its implementation should consider traditional Sri Lankan values (Bishri, 2023). Different linguistic, psychological, and cultural challenges in secondary (English as a Second Language) ESL education require specific instructional approaches and curriculum changes (Samarajeewa & Mohammed, 2025). The education system's curriculum, textbooks, and language policies promote social cohesion (Aturupane & Wikramanayake, 2011). However, the imported ELT pedagogies are likely to be less effective since the learning strategies correlate with students' religion and ethnicity. English Language Teaching (ELT) pedagogies should be developed within the sociocultural context of the learners using indigenous teaching materials (Liyanage, 2014). These findings highlight the role of culturally responsive approaches in Sri Lankan education to respond to diverse learner needs and strengthen social unity.

Empowering Sri Lankan Teachers

The C-DELTA (Commonwealth Digital Education Leadership Training in Action) program boosted teachers' digital literacy and leadership skills despite challenges with limited technological resources (Karunanayaka & Weerakoon, 2020). Herath (2023) stressed the need for innovative teacher training methods to empower teachers as leaders in post-war reconciliation efforts. Peiris et al. (2023) pointed out factors that influence teachers' ability to incorporate physical activity breaks into classrooms, underscoring the need to consider these when designing programs. Conversely, Aturupane et al. (2022) found that the Programme for School Improvement had little effect on altering teacher behaviour or enhancing student learning outcomes.

In the context of post-conflict recovery and the pandemic, teacher training in Sri Lanka is vital for fostering peace and reconciliation, positioning teachers as influential change agents (Herath, 2023). The COVID-19 pandemic prompted the development of strategies to empower teachers, focusing on emotional intelligence, autonomy, and inclusive leadership (De Klerk & Smith, 2021). Transformational leadership has been shown to mitigate unethical behaviour in competitive work settings (Irangani et al., 2021). In universities, teachers maintain their well-being by seeking support and remaining adaptable (Fernandez-Chung & De Zoysa, 2021). In primary schools, English language teaching is hindered by time constraints and pedagogical challenges, with approximately 25% of class time lost (Little et al., 2018). Moreover, digital competence among English language teachers is low, with fewer than half achieving basic proficiency (Karunaweera & Lee, 2021).

Transformational Leadership in Education

Transformational leadership is crucial to modern education, especially in Education 4.0 and higher education management. This form of leadership inspires innovation, adoption of technology, and continuous improvement (Bohari et al., 2024). They construct a vision for the future, build concrete cultures, and empower others to become leaders (Kareem et al., 2023). Transformational leadership positively influences teachers' commitment to their institutions, student development, and self-development (Kareem et al., 2023). In higher education, the lived experiences of transformational leaders provide insights into their distinctive profiles (Sathiyaseelan, 2021). Transformative Leadership Conversation has been proposed as a dialogue-based approach to instigate motivational energy and alter social structures (Adams et al., 2022). Research suggests that transformative leadership theory provides a comprehensive framework for operationalising inclusive education through diverse professional learning models (Carrington et al., 2024). In multicultural education, transformational leadership practices create "brave spaces" where critical discussions on identity may take place (Brazill & Ruff, 2022). Critical reflection and generativists are critical to transforming teacher education, emphasising community-based preparation to address diverse student populations (Liu & Ball, 2019). Regarding higher education, transformational leadership plays a key role in integrating Education 4.0, promoting innovation, and embracing advanced technologies. By motivating teachers and empowering them along with students, these leaders facilitate the creation of flexible, relevant learning environments that meet challenges posed by the digital age (Bohari et al., 2024).

This is mainly for the case of Sri Lanka and internationally in higher education. As Irangani et al. (2021) argue, transformational leadership can reduce unethical practices in workplaces prone to competition and promote ethical behaviours among employees. Higher education institutions face several challenges that necessitate the adoption of creative transformational leadership as a model (Smith & Vass, 2019; Melanie & Vass, 2019). This form of leadership is essential for organisations going global and competing globally today. According to Selvarajah et al. (2020), trust and sustainability are the most significant aspects of ethical leadership in Sri Lanka because they emphasise developing and managing organisations. Thus, these findings show how transformational leaders can promote constructive organisational cultures by dealing with some of the problems experienced by educational establishments inside and outside Sri Lanka.

Conceptual Framework

Definition of Core Concepts.

The framework for this research is based on a combination of Distributed

and Transformational leadership theories, which focus on change agents as teachers within their schools. In this study, a 'framework' is a theoretical one used as a guiding lens to combine existing leadership theories with local context to develop a conceptual model, specifically as a framework. The model draws from Burns' transformational leadership theory (1978), distributed leadership theory (Spillane, 2006), and culturally responsive leadership models (Gumus et al., 2016; Toprak, 2020), which are all well represented in leadership literature. "Teacher Leadership" refers to the role of the teacher in undertaking change within and around the teaching environment, such as influencing one's peers toward systemic improvements and changes (Kerkhoff & Cloud, 2020). The empowerment of Sri Lankan secondary teachers is the focus of this study. It is an approach that moulds global best leadership practices to the unique culture of their social and professional empowerment, collective responsibility, and cultural appropriateness, which is the rationale for integrating these theories.

Proposed Framework

The suggested framework integrates various leadership approaches, notably distributed and transformative leadership, with an extensive focus on how these theories apply in educational settings. The works of Li (2020) and Turner et al. (2018) support the framework by focusing on the theme of "Teacher Empowerment" and its strong connection to participative decision-making and professional development, which are key to sustained change. These analyses highlight that empowered teachers are more inclined to participate in collaborative practices. Such participation benefits from leadership that supports autonomy, thereby creating a link between "Supportive Leadership" and "Teacher Empowerment." Additionally, transformative leadership theories concern culturally responsive practices, and as a result, engaging the community is critical to the leadership and managerial practices related to the local socio-cultural setting. That community engagement exceeds the scope of parents and educational policy stakeholders, including local social organisations, cultural entities, and civil society, all shaping educational practices and accepting leadership programs. This broadened view of community is underpinned by the literature on participatory leadership and community-centred educational change (De Klerk & Smith, 2021), highlighting various social stakeholders' contributions in nurturing lasting educational transformation.

The concentric circle diagram provides a visual representation. It depicts the relationship of the elements, stating that "Teacher Empowerment," which is placed at the centre, impacts and is strengthened by "Collaborative Practices," "Supportive Leadership," and "Community Engagement," which together nurture an enabling educational environment that is responsive to the specific locality. Bringing the research together in this way focuses the

model around the evidence that applies to Sri Lanka's context and builds on the basic needs of the Sri Lankan teacher educational system.
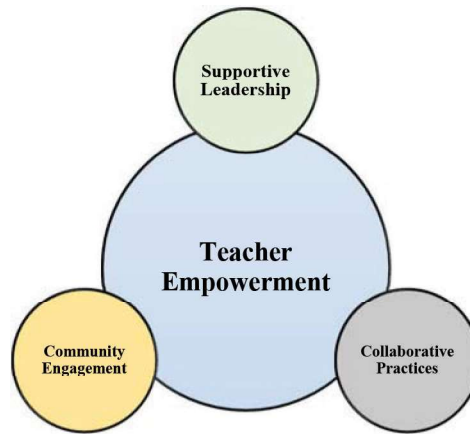

Figure 1. Proposed Framework Model

Underlying Assumptions

The theoretical framework is anchored on some assumed foundations. The first is that leadership is most effective and impactful when it includes administrators and teachers, who can act as leaders in their classrooms and schools to promote new and innovative approaches (Herath, 2023). The second assumption is that actual professional development and impactful change are best realised in a collaborative environment that supports co-constructed problem-solving and knowledge sharing (De Klerk & Smith, 2021). Third, an understanding of effective leadership tells us that leadership methods, while related to leadership, inherently differ from one culture to another and must respect societal norms, since context strongly impacts leadership effectiveness (Fernando et al., 2024). Fourth, adopting policy measures that encourage participatory governance, capacity-building, and decision-making processes is essential to empower teachers as change leaders, particularly in low-resource environments (Khan et al., 2017). These implied propositions support the model of distributed collaborative leadership that best serves Sri Lanka's global best practices educational context.

Discussion

This research aims to put Sri Lankan teachers in control of their teaching environments within a framework that fosters change. The proposed framework is a pilot envisioned to address the weaknesses in a system where teachers are merely implementers of curriculum rather than representatives

for change. Therefore, this framework is intended to empower teachers, foster collaboration among their practices and those of their colleagues and community, engage, and provide supportive leadership for innovation, inclusiveness, and equity to prevail in Sri Lankan education. To be viable and sustainable, the suggested model assumes that any educational reform should be rooted within the local socio-cultural context and respond to the unique conditions faced by educators (Aturupane et al., 2022). The elaborateness of this framework brings an exceptional level of theoretical sophistication to the discourse on teacher leadership. It simultaneously proposes a reform agenda for action that keeps pace with the best anywhere while being sensitive to local realities.

The juxtaposition of this framework with all standing leadership models illustrates that several sorts of innovation may be identified among derivations of other, more classical theories. Over the decades, traditional models like transformational leadership have been investigated rigorously in Western educational settings. Importantly, these conventional models tend to work with top-down approaches focusing on an individual leader as the primary change agent. The developed framework suggests a distributed leadership perspective, thus engendering a collective responsibility among educators. Such a premise conforms to an increasing body of literature linking shared leadership to improved student outcomes and fostering professional learning communities (Gumus et al., 2016; Turner et al., 2018). Moreover, the proposed framework states how it may contrast with existing models by examining the socio-cultural conditions of local practices and customs to place teachers as key stakeholders rather than peripheral actors on the educational hierarchy (Weerapperuma et al., 2024). This framework thus advances familiar theories by counterpointing them and bringing debates about educational leadership to include culturally responsive practices often left out of traditional models.

It has far-reaching implications in terms of both theory and practice. In academic terms, this framework adds to the body of knowledge on educational leadership, as it provides a conceptual way to understand the dynamics of teacher empowerment within localised contexts. This, in turn, challenges researchers to rethink and recast existing theories to account for the socio-cultural impact on leadership activities. Another avenue of future research could be analysing the strengths or weaknesses of distributed leadership models in diverse educational settings, especially regarding motivation toward teachers, engagement among students, and educational equity. It allows in-depth investigations into the interaction between global leadership frameworks and local adaptations, which might eventually lead to a theoretical understanding demonstrating educational reform's complexity in different contexts (Azeredo & Henriqson, 2022).

The policy implications of the framework are potentially wide-reaching in educational practice and policy by putting the intended leadership intervention within a structured format. A strong emphasis on teacher empowerment implies that professional development programs must provide teachers with the requisite skills for leadership, collaboration, and community engagement. This point has earlier been corroborated by findings that demonstrate professional development gains maximally when conducted in collaborative settings that distribute leadership among the participants (Kerkhoff & Cloud, 2020). Therefore, policymakers can utilise the framework's principles as anchors for educational policy reform targeted toward distributed leadership models, whereby teachers are stakeholders in their professional development and leaders in their educational communities. In so doing, the framework becomes an avenue for a comprehensive educational reform initiative that acknowledges external influences on student success and school effectiveness through inclusive practices that engage parents and other community stakeholders.

The proposed leadership framework signifies a further step in the discussions on educational leadership in Sri Lanka and parallel contexts. This transition into strong teacher leadership and collaborative action resonates with the emerging map of reform in global education while being firmly rooted in local realities. The study signifies that a democratic context for these leadership models has to consider the social change requirements as it operates towards closing theoretical pathways and bringing practical ways forward for improving educational outcomes. Thus, it becomes an active search for paths for making strategic interventions in teacher leadership to improve teaching practices and create sustainable change in education systems across the developing economy. In the global discourse about unequal educational opportunities, this framework sheds light on how localised iterations of leadership models facilitate quality education in fair settings.

Limitations

Recognising certain limitations of the study is equally important, as this study provides a holistic analysis of the contextualised leadership framework propounded for teacher energisation in Sri Lanka. To begin with, a conceptual perspective was predominantly adopted for the present study, thus heavily relying on the synthesis of literature and the theoretical exploration of concepts. This means that the applicability and effectiveness of the framework in practice are mainly speculative. Such case studies or field research that may generate empirical data confirm or disprove the theoretical propositions. It also means that the framework's impact on teacher empowerment and subsequent educational outcomes was not assessed, constituting a significant shortfall in understanding how those theoretical constructs are applied in varying school settings across Sri Lanka.

In addition, it strongly focuses on the education sector, failing to adequately address the multitude of sociopolitical, economic, and cultural factors that transcend education and impact teacher leadership in Sri Lanka. The proposed framework emphasises the unique cultural and social dynamics of the Sri Lankan educational system. Still, it does not explore the contextual obstacles in detail, including regional discrepancies, language limitations, and differing levels of school resource availability. These considerations substantially affect the implementation of the leadership model and may even require local adaptation, which the present research has not attempted. That means that not all educational contexts in Sri Lanka are likely to benefit from the framework. For future research, it is essential to empirically test the proposed framework to generate data on its practical viability and effectiveness.

Longitudinal studies could be carried out in diverse school settings across Sri Lanka to assess the impacts of the framework on teacher engagement, student outcomes, and overall school culture. There would also be more scope for comparison studies to study how differences in contextual factors between schools, whether rural or urban or among schools with and without administrative support, influence distributed leadership models' implementation. Such research would provide valuable insights into the nuances of teacher leadership in practice and contribute to a more robust understanding of how global leadership models can be effectively localised to meet the specific needs of educators in Sri Lanka and beyond. Addressing these limitations will strengthen the proposed theoretical framework and allow for actionable strategies for educational policymakers and practitioners seeking to develop transformative leadership within various educational landscapes.

Conclusion

This research foregrounds the vital interplay between global leadership models and Sri Lanka's unique educational topology, emphasising the need for leadership models within general and applied educational frameworks to empower teachers as agents of change. This paradigm argues for transforming traditional hierarchical leadership structures to a new distributed approach, embracing the actual scenarios and cultural contexts in which it will be operationalised. The findings suggest that positive educational change is not simply the result of importing a few leadership models from outside; instead, there must be a more conscious process of discerning and adapting those imported models to adhere to the broader societal, cultural, and institutional requirements.

The proposed framework offers some ingredients of transformative leadership: it shall emphasise the cooperation among stakeholders,

community engagement, and supportive practices, where teachers stand at the forefront of school improvement. Several pathways must be elaborated upon to enhance and empirically test this framework. Conducting applied implementation studies in various school contexts in Sri Lanka is necessary to establish the framework's practicability and impact. Longitudinal research is a good way to gain compelling insights into the relationship between the framework, teacher effectiveness, and student outcomes over time. Contextual causes, including regional disparities, support from administration, and community involvement, are worth scrutiny, for these may show how distributed leadership practices operate in the real world. Such studies would effectively customise global leadership paradigms to fit into the peculiar educational settings of Sri Lanka and other developing nations with similar concerns. This study contributes to the continuing discourse on educational reform by illustrating how a teacher-empowered paradigm in the proper form of leadership can transform the education system. It calls for collaborative, culturally relevant paradigms to bring about sustainable systemic change. Future efforts grounded in that will see the realisation of these viewpoints into practice, creating a high-quality learning environment in which teachers can act as change agents for grassroots and long-term educational transformation worldwide.

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