

## Exploring E-Leadership Practices in Implementing Learning Management System in Private Schools of Pakistan

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### Abstract

The use of Learning Management Systems (LMS) in school management has quickly increased in 21<sup>st</sup> century due to its efficiency and effectiveness. LMS used in this study can provide principals, supervisors, and subject teachers with the information for informed planning, policy-making, and evaluation through tools of monitoring, communication and decision making. The current study explores the e-leadership by school principals through an LMS provided by 3-P Learning Organization Australia. This LMS is implemented in more than fifty private schools in Pakistan. This study was conducted under the interpretive paradigm and phenomenology design was used to explore the phenomena of the Learning Management System. Semi-structured interviews were conducted with six participants, coordinators and LMS supervisors and teachers. The results of this investigation showed that decision making, monitoring and communication in this LMS give broad help to school principals in dealing with their associations and dynamic support of educators thus increment the viability of E-leadership. Information based basic leadership is the result of the observing, and correspondence among the instructors, understudies, and guardians. So as to improve e-initiative, I suggest school principal ought to extend the utilization of refreshed information of instructing and gain from educators, understudies, and guardians derived through LMS.

**Keywords:** E-leadership, school effectiveness, learning management system, monitoring, communication, decision-making

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## **Introduction**

The modern force of change is the internet era that connecting education to the networks around the globe facilitating all fields of life so is to education (Mohsin, Hassan, & Ariff, 2014). The expansion in the utilization of the Information and correspondence innovation has changed the idea of the expanding prerequisite of ICT in schools for the abilities and learning of the 21st-century students. Jameson (2014) expressed that because of the fast ascent in instructive innovation and web-based life use, nature experienced by understudies, instructors, guardians, and instructive establishments is significantly changing to the point that online current century advancements need to assume a more considerable job in training than any other time in recent memory.

The quick advancement in innovation improved and extend the elements of the schools and truly affected the jobs and obligations of principals in a significant manner (Mohammed, Sani, Zabidi, & Husaina Banu, 2013). Leithwood, Seashore, Anderson, and Wahlstrom (2004) communicated that for most employment has moved from a contracted focus on the administrators to a progressively broad degree of driving understudy getting the hang of, reflecting the vision of structure, empowering and supporting practices of authority to roll out an improvement and incessant educational improvement in the school. Executing ICT into schools is one of the obligations of school principals (Gronow, 2007).

School accomplishment has now and again been thought of to the extent an achievement. Complement has in like manner been determined to the gadgets used to screen the progression of understudies in order to ensure achievement (Safer and Fleischman, 2005). Scheerens et al. (2003) are of the end that checking can be portrayed as an orderly party of information in order to settle on choices about the viability of schooling. Willms (2003) depicts three sorts of the observing framework which are consistency checking, demonstrative observing and execution checking. Consistency checking stresses more on school information and instructors and a monetary asset. It attempts to guarantee that specific models of training arrangement are being met. Diagnostic monitoring emphasizes out-put side especially academic outcomes, the objective is to assess the learning level of the majority of the pupil in a specific curriculum. Performance monitoring includes measures of both input and output of schooling. It relates to the standard measurement like standardizing testing for the comparison with other schools. Monitoring of learners additionally can advise arranging, instructing and assessment; in any case, in particular, watching sends the message that the educator

and the school are excited about the understudy and in the headway being made (Sammons, 1999).

As shown by Elsass and Graves (1997) who battle that the centre of the initiative is basic leadership, and expecting that the key decisions are continuously being decentralized to individuals and social affairs inside instructive associations. Basic leadership can be considered at three essential levels; at the individual level, the individual encounters a nonexclusive basic deduction cycle to choose choices about the individual issues for which they search for courses of action. Dependent upon the eccentricities of the decision and on the time and various resources available, singular decisions fall inside a continuum from exceedingly sorted out and adjusted to unstructured and senseless (Foskett and Hemsley-Brown, 2001). At an aggregate or small assembling level, the penchant is to combine progressively sorted out approaches which all around, on any occasion in longing, incorporate adjusted basic reasoning frameworks and relate to operational issues. The third level contains choice made to serve the affiliation which will, as a rule, be dynamically essential and generally incorporate those, for instance, the senior supervisory team, who pass on indispensable commitment with respect to their affiliation. A uniting some portion of all basic leadership is gotten by Bernhard (2006) who characterizes this thought as the technique through which individuals, social affairs or gatherings connect at implementable outcomes from an extent of fighting choices about issues in their schools. Communication is a complex and multidisciplinary idea, and there is no agreement on precisely how it ought to be characterized over the orders (Krauss and Russel, 1996). In schools, Communication occurs consistently, in all directions, and from numerous points of view. Be that as it may, principals have certain styles when they impart. A Communication style is a technique by which one arranges circumstances including others. It is an unmistakable way and method of activity by which one more often than not acts when trading data, thoughts, and feelings with others (Reece, Brandt, and Howie, 2010).

The ongoing age of ICT headway, known as learning the board framework (LMS), is from the outset expected to create and deal with the legitimate endeavours of schools (Nasser, Cherif, and Romanowski 2011). An LMS can feasibly support direction and empower getting the hang of using a dealt with "learning structure" to offer assistance for educating and learning (Nasser et al., 2011). Also, an LMS continues with well past the examination lobby through messages, discourse social events, understudy educator question-and-answer sessions, the trade, and posting of definitive information, and course content (Taylor,&

Parsons 2011). The majority of these exercises are done on a 24/7 basis by students utilizing the PC, versatile, tablets, PC and Internet however a LMS encourages them through a painstakingly overseen framework. LMSs help instructors accomplish instructional objectives through various exercises that generally happen in the classroom just as outside the classroom (Nasser et al., 2011).

LMSs are starting at now used extensively in Asian countries (Bonk, Lee, and Reynolds, 2009) and in Gulf Cooperation Council countries (Mansour, 2012). The Edunet system, an instructing/learning gateway that is depicted as an exhaustive instructive information organization, was moved in 1996. On the use of this system in the Far East, ((Nasser et al., 2011) exhibits that in 2003, 80% everything being equivalent and 41% of all understudies in South Korea had become tied up with Edunet. Thailand has a near system (Portal for Education) consequently does Singapore (Smart Schools). Moodle, Blackboard, Mathletics by 3P-learning and numerous different LMS are being used in the private segment of Pakistan. These frameworks give educational plans through a coordinated learning management system that empowers educator, students, and parent association. LMS by 3P learning system is intended for schools and families, covering arithmetic, spelling, education, science, and e-security. They are a worldwide group of enthusiastic training and innovation masters, and have been improving the learning results and starting an affection for learning in a huge number of students for over 10 years (Jung, 2019).

This investigation emphasizes the e-leadership primary, middle and high school in private divisions of Pakistan through the learning management system. By talking 6 members originating from different schools and expert foundations with experience of utilizing LMS by 3P learning Australia throughout the previous five years. The investigation investigates how (1) the Learning Management System increase e-initiative of private sector principals.

### **Literature Review**

The main function of a principal in schools is to accompany the persistent improvement in the school condition that truly upgrades teaching and learning (Chirichello, 2010). A school administration that includes ICT for the intervention of social impact procedure to improve attitude, feeling, thinking, conduct and execution of individual or gathering are called e-leadership. The present scenario of research study goes for contemplating inside and out the discovering that is occurring through the LMS. A few examinations have announced that students,

who use LMS, have a higher commitment, inspiration and scholastic execution (Clark, Beer, and Jones, 2010).

As indicated by, Jung, Huh, (2019) asserted that the individuals who had encountered e-learning delivered better scholastic outcomes and that they showed better learning execution with a more elevated amount of fulfillment. From these examinations, it is conceivable to accept that the setting of an e-learning condition is another persuasive factor. In the meantime, some different LMS concentrates concentrated on the impacts of LMS on student execution. A wide game plan of LMSs has been made and used to help the e-learning and association process. In the field of LMSs, a huge amount of studies have been directed that revolved around LMS as a gadget and advancement to regulate and share learning in instructive affiliations (Abu Shawar, 2009).

Comber et al. (2010) examined the determination of LMS as a gadget impacts the learning strategy. For that, an individual-centred blended adjusting course was completed in three particular e-learning plans, to be explicit Moodle, Fronter, and celesbs. The examined e-learning stages gave adequate usefulness to achieve huge numbers of the essential errands in the everyday course routine pretty much viably (Comber et al., 2010). The researchers reasoned that the effective usage of a mixed learning situation was observed to be reliant on the decision of proper e-learning effectively (Comber et al., 2010). In like way, Pishva et al. (2010) have starting late looked into the back and forth movement usage of Blackboard learning structure and the way in which that it helps distinctive informational associations around the world. The assessment included 19 universities and it contemplated that Blackboard is, in actuality, helping informational associations around the world from different points of view, consolidating into very close, blended and internet preparing. In addition, Blackboard will continue winning LMS grandstand despite other open sources LMS like Moodle. Koohang et al. (2009) in their assessment showed an understudy centered model, in light of constructivism learning theory, for arranging e-learning assignments/practices inside e-learning circumstances. The model joins two orders - the learning plan parts (included essential structure segments and shared segments) and the learning examination segments (self-assessment, bunch assessment, and facilitator's assessment). The examination contemplated that ensuring learning occurs through e-learning courses must be a need in arranging direction for e-learning courses (Koohang et al., 2009).

Learning the executives' framework structure can help the school heads work considerably more proficiently by improving educators'

exercises and understudies' learning results, enlightening system, insightful information and mentalities of associates. It likewise improves school suitability by giving moment information at various degrees of individual level, class subject and at the whole school level through correspondence (Blau and Hameiri, 2012b). The LMS by 3P Learning Australia is researched in this examination incorporates three applications, mathematics, spellodrome, reading eggs and science. The entire arrangement of 3p getting the hang of covering Mathematics, Literacy and Science subjects. These applications empower a safe on the web or versatile trade of instructive data and correspondence between head, bad habit head, facilitator school staff, just as on the web or portable associations with students and their parents. The parent console is the application opens access to understudy data for their parent and offers them the probability for a two-way e-correspondence with the school staff (Jung, 2019). Each person from the affiliation gains admittance to the data according to their position: school principals, bad habit principals, and facilitators approach every one of the information concerning their association; heads of workplaces can see all of the data concerning their claims to fame; homeroom teachers approach the information as for the limit of their understudy in different themes, understudies can get to their own information entered by different instructors. Watchmen approach the data concerning their children's learning and working. Online relationship in this LMS system is driven by methods for two principal modes.

(1) Communicating information by teachers with respect to their exercises, for example, exercise subjects, instructive materials, schoolwork, just as data about their students, for example, participation discipline, schoolwork planning, evaluations, what's more.

(2) Direct two-course collaboration among school staff, students, and guardians by on the web or versatile marking into the structure and sending/getting messages through the system. Clients can quickly get to the framework from PCs or their mobile phone for survey bits of knowledge of how an understudy or class is functioning - formative and summative evaluations, numbers and frequencies of postponement, unfortunate lacks, direct remarks, similarly as exercise focuses and homework (Blau and Hameiri, 2012a). The basic nearness of learning the board framework does not ensure its fruitful use by a school head and educators. LMSs are a monetarily sagacious, capable venture, when data is used to help educate the choice, watched feasibly, granted and improve practice, else, it is an exorbitant abuse of school resources (Wayman and Cho, 2008). There is a great deal to be found out about the feasible use of

learning the board framework and, as Wayman, Jimerson, and Cho (2010) battled, the best exercise is the understanding that more examinations and learning are required.

### **Research Questions**

This investigation explores the phenomena of E-leadership of school principals and school effectiveness. The two research questions were:

1. How do e-leadership practices in schools enhanced in implementing the learning management system?
2. How does e-leadership improve school effectiveness?

### **Methodology**

This examination devoured a subjective research technique for examination using a phenomenological plan that empowered the scientist to explore what Johnson and Christianson (2010) consider the "essential request in phenomenology: What is the importance, structure, and pith of the lived association of this marvels by an individual or by various individuals?" (p. 385). In this examination, the experience of using LMS by 3-P learning affiliation has picked. In addition, a subjective approach was most suitable with the true objective of this assessment to get an appreciation of the impression of members who has a mutual encounter experience and to portray these passionate experiences (Creswell, 2013; Merriam, 2002).

As shown by Milton (2006) the viewpoint is the point of convergence through which one gets and sees the world. In this investigation, social constructivism is gotten as the assessment point of view which delineates the scientists Ontological, Epistemological, Axiological, and Methodological positions. To begin with, Constructivism from an Ontological position is worried about the possibility of this present reality and being. Likewise, constructivists' researchers acknowledge that articles are human-made substances that can't be detached from their social setting and human effects. Accordingly, in order to grasp and explore these things, they should be inspected in an authentic setting where they exist (Lee, 2004). In this investigation of the job of LMS in the authority forms there exist various, manufactured substances, correspondence, checking and basic leadership and fundamental administration instead of a lone real reality. These truths are emotional and affected and molded by the member's understanding and acknowledgments, the social condition, and the relationship between the individual and the scientists (Ponterotto, 2005). In such manner, our spotlight in this examination is on

investigating such abstract substances by understanding the cooperation among understudies, instructors, homeroom instructors, facilitators, bad habit principals and principals utilizing Mathletics by 3P learning as an LMS in their educating, learning, and association strategies turn about the correspondence, checking and basic leadership. Along these lines, this examination is driven in a veritable setting where the specialist can get the opportunity to catch and underscore abstract involvement, understandings, and perspectives, which continue being built through collaboration among the members. As requirements maybe, this will help in achieving a more extravagant comprehension of socially built substances and passionate interpretations of using LMS as a mechanism for instructing and learning and organization (Creswell, 2009). Second, Constructivism from an Epistemological position is worried about the association between the investigation individuals and the specialist. This relationship is seen as worth based by constructivists who advertiser such a worth based, a subjectivist position that keeps up reality as socially built. In such a manner, the dynamic association between the analyst and members of this investigation is key to getting and depicting the - lived involvement of the members (Ponterotto, 2005).

Third, Constructivism from an Axiological position is on edge about the estimations of scientists during the investigation system. From a constructivist perspective, scientists' qualities and lived experience can't be detached from the examination strategy. In that limit, the scientist of this assessment perceives and depict their characteristics by making them open in the social affair and researching data. In like manner, recollect that the epistemology shrouded a constructivist position requires expanded and social contact with the case members to energize their appearances of lived involvement in using LMSs. Similarly, the scientist' position on metaphysics, epistemology, and axiology influence picking an appropriate Methodology that lines up with their constructivist point of view. In such manner, given the central spotlight by Constructivists on social relationship among researchers and individuals and the need to put deferred times of vitality in members' certified lives, this investigation thusly requires a naturalistic arrangement wherein the experts can be locked in with the members' customary everyday presences where they interface, learn, and work. Thusly, an abstract research technique was used in this investigation to satisfy these reasons by using emotional data subjective research strategy was utilized in this exploration to fulfill these reasons by using subjective information gathering strategies like member perception and open-open-finished meeting.



**Data Collection**

To investigate the phenomena of E-leadership practices in schools, the researcher visited chosen schools and conducted interviews with teachers, homeroom educators, coordinators, vice principals, and principals. Semi-structured interviews with users of a school e-learning program (LMS) (6 school leaders, teachers, homeroom teachers, and coordinators) were conducted to accumulate the themes of communication, monitoring, and decision-making of E-leadership practices in schools. The members were ensured that they and their schools would stay unidentified. Inform consent was obtained from every participant and participants were permitted to skip at any phase of the interview. All meetings were audio taped for precision.

**Instruments**

The interview protocol included 8 questions concerning the accompanying themes: monitoring, communication, and decision-making. All through the procedure of the interview, probes and follow-up questions were added as expected to support the elaboration and explain reactions. Specific questions were included as the interview procedure advanced because of developing themes. The observation was conducted with teachers during their normal teaching time to accumulate direct observational information and better outlined the general involvement of utilization of LMS in their everyday schedule. Teachers, coordinators, homeroom teachers, and principals were seen on their routine use of LMS, joining of their own educating, observing, correspondence procedures, mentality, and air while decision-making methodologies to advance conduct, self-viability, and course of action of the classroom.

For the semi-sorted out gatherings of the individuals (Principals, unfortunate propensity principals, facilitators, homeroom teachers, subject educators) of three schools, a gathering show was used that contain nine headings and four important areas to direct meets. The gatherings investigated how the school principals utilize the LMS for fundamental authority subject to invigorated scholastic information screen the advancing structure and for correspondence with school staff, understudies and their people.

**Data Collection and Analysis**

Information were gathered through open-ended semi-structured interviews from the principals, and subject teachers. Interview protocols were utilized to begin the procedure of the interviews and afterward

continue talk with protocols to interview different participants by a tentative change in some questions of interview inventory till the saturation stage came in the responses. The interviews were lasted about an hour. They were transcribed by researcher himself. Data collection and analysis were performed simultaneously. The transcribed data were analyzed using N-Vivo 12. The transcribed interviews were imported in N-Vivo 12. Following are the resulting codes, categories and themes obtained through analysis by using the software N-Vivo 12.

*Table 1*  
*Codes, Categories and Themes of Interview analysis*

#	Theme	Category	Code/s
1	<b>Management through LMS</b>	<ul style="list-style-type: none"> <li>❖ <i>Skills of Leadership</i></li> <li>❖ <i>Facilitate student work</i></li> <li>❖ <i>Administrative functions</i></li> <li>❖ <i>Cognitive Development of Learners</i></li> </ul>	Facilitate students in learning process, the responsibility of the coordinator as well as a supervisor, coordinator and head of the mathematics department, sincerity, professionalism, dedication straight away, facilitating your team, explore different things of different functions, good decision maker, Authenticity, commitment, compassion, responsibility and mindfulness, Punctuality and other data
2	<b>Monitoring through LMS</b>	<ul style="list-style-type: none"> <li>❖ <i>Assessment of system</i></li> <li>❖ <i>E- Evaluation</i></li> <li>❖ <i>E- Evaluation of Lerner's &amp; Teachers activities</i></li> <li>❖ <i>Time management</i></li> </ul>	take decisions after monitoring, LMS help us to monitor the ongoing system, to monitor all the system, monitor how are all the things going on, Subject teacher monitor students learning and responses, Homeroom teacher monitor curriculum handling, coordinator monitoring collaboration of teacher , student and parent, principal monitoring all functions in the school.

<b>3 Decision Making</b>	<ul style="list-style-type: none"> <li>❖ <i>Decision about curriculum</i></li> <li>❖ <i>Decision about teaching methodologies</i></li> <li>❖ <i>Decision about student learning and responses</i></li> <li>❖ <i>Decision other functions</i></li> </ul>	<p>Decisions in the binging of the year, planning for teaching, innovation in teaching processes, effective techniques for leaning of the students, students response in daily work, Students assessments , Students progress, problems in students learning, Parent collaboration regarding students work, homeroom teacher's assessment of the function. Teachers' remedial support for problem students. Improved teaching methodologies.</p>
<b>4 Communication through LMS</b>	<ul style="list-style-type: none"> <li>❖ <i>E-communication Features</i></li> <li>❖ <i>LMS usage for communication</i></li> <li>❖ <i>ID's are key instrument for communication</i></li> </ul>	<p>The wonderful system, IDs for Principal, vice principal, coordinator, homeroom teachers, students and parents. Teaching learning in the access of coordinator, principal, vice principal and parents. Teacher's assignment and student's response, Student routine work, variation in student's performance, professional development regarding LMS, the keys functions of this LMS are on website through internet, system inform all stake holders. Focus on students learning and improvement.</p>

### Theme Analysis

Four theme were noted during the initial analysis:

- ❖ ***Management through LMS***
- ❖ ***Decision-Making***
- ❖ ***Communication Through LMS***
- ❖ ***Monitoring through LMS***

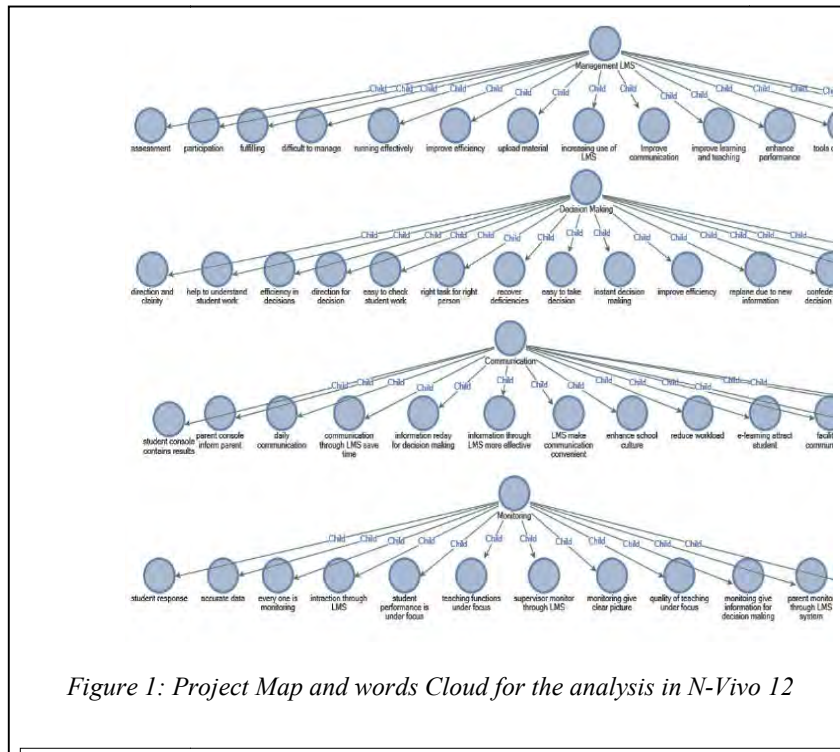


Figure 1: Project Map and words Cloud for the analysis in N-Vivo 12

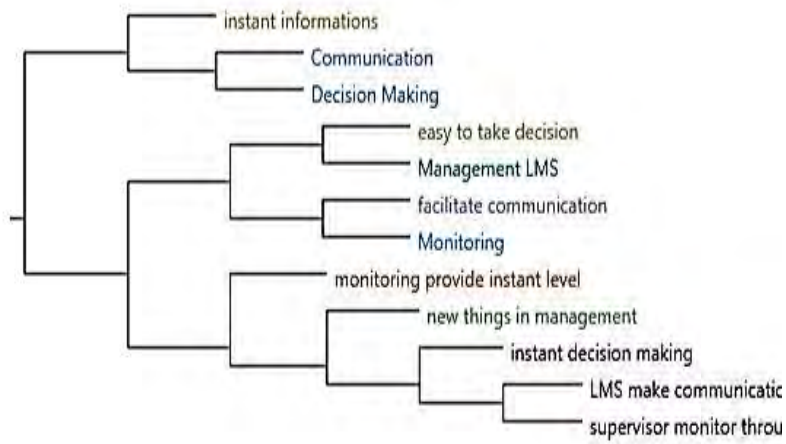


Figure 2: Items clustered by word similarity

The possibility of e-administration is a social effect framework intervened by ICT (Learning Management System LMS) include electronic, programming empowering principals to supervise materials apportionment, assignments, trades, checking, training, learning and various components of school. It conveys an adjustment in tempers, leads, and execution with individuals, gathering, or association.

### **E-leadership by the school principals**

Concerning the essential research question, the assessment found that principals utilize the educational framework for e-administration, information-driven crucial initiative, watching the working of educator and understudies, appointing responsibilities of e-authority to exhibit staff, and group. School principals based their edifying choices and the trade with school staff on invigorated data concerning understudy accomplishments in the formal tests, and their well-ordered work, for example, support, deferral, and homework. They watched the progress of individual understudies and classes in various points and checked its concordance with the enlightening course of action and educational targets. Subsequently, the structure bolsters e-initiative of the school principals by giving the most extreme data on-request invigorated information in various levels and engaging information based basic leadership essential authority.

*"When I took charge as a principal, LMS by 3P learning was present in the school and we have been using for the last three years. We can look at a student function with his or her homeroom teacher, comparing student performance in different subject-matters. We make pedagogical decisions regarding the responses of student seeing their interaction with their teachers. It is so different from leading the school without LMS. I feel that the system upgraded our work, making the leadership more effective. I cannot imagine my work without it... E-leadership through the system makes me feel like the school leader of the 21st century."*

#### **Participant A**

A portion of the school principals driven autonomous from any other individual they doing the LMS and evidently they were content with the results and felt the sentiment of ownership for e-authority through this learning the administration framework.

*"There was no culture of e-leadership before I arrived to this school. Everyone looks slow to adapt ICT especially LMS. I changed things radically and started integration of LMS. I need this kind of LMS to manage the school based functions for the real data. It is a culture of e-*

*leadership that I brought to the school. It really works for all the management, teaching and learning functions.”*

### **Participant B**

Strikingly, the principals, who supervise schools where the LMS has been facilitated before they got their position, results reported a superior to a normal degree of usage, yet besides observed their burden in manhandling the most outrageous breaking point of the learning the administrators' structure for re-organization following being displayed to it. As shown by which assessment of various parts of the LMS experiencing a year to three years. The information of the present assessment in like way mirror the probability of bleeding-edge data as indicated by which "motorized homeless people" that did not make in the pushed time can effectively get and carefully utilize web-based programming, like LMS by 3P learning. After the fundamental time of alteration, even the principals that did not lead the execution of the structure in their establishments could satisfactorily fathom its potential for e-initiative. The outcomes demonstrated that detached association style of the school principals on the continuum among overbearing and doling out commitment approach is reflected in their e-organization and the distinctive way, from the e-administration, the experienced effect on their withdrew choices and activities. This is suffering from the results of study which concentrated on e-activity essential initiative limits learned through the usage of LMS and demonstrates the practical fundamental authority by using refreshed data. C:

*“Since decision making as a leader is a part, a leader should know what steps the leader is going to take most important thing is at what time. Right decision at right time. It is proven that decision making in fact draw a path to achieve the set goal. Certainly data from LMS provide authentic and clear picture to have decision regarding on going school functioning. It definitely not only enhance accuracy and efficiency of the teaching learning but real improvements in the abilities of the students. I guess even if the technology was not there even then you had to make decision according to that scenario. Now in this like using technology after using there are different decisions in the different scenario that we should make and we are making. It depends on situation. Major difference is now instant data help to have really right decision at right time”.*

**Participant C**

Communication is one of the significant apparatus for any head, particularly when utilizing innovation. LMS online encourages all partners to associate for communication. It keeps head live with all stakeholders including teaching and learning procedures and cooperation with parents through their console.

*“Parents can use LMS There is a password which we give to the parents where they can see all the performance of their kid. So they can communicate with the teachers or homeroom teacher or coordinator. Teachers can see students work in their account on and students work in their account on the LMS. Supervisor can see all the work going on that is teaching, learning, and assessments and their feedbacks in his/her user ID. Yes if communication is concern then of course LMS has more positive effect and providing effective role to transfer information. Definitely there is a limited time in which they are going to tell the answers there are limitations they are competing in live Mathematics there is accuracy and time management. So it improve communications as well”*

**Participant D****E-leadership and school effectiveness**

Concerning the subsequent research question, the examination members portrayed how their own special usage of the learning the board framework and the progression of e-administration by teachers along these lines improve the scholastic viability of the school. These zones join choosing data set up together decisions as for the level of individual understudies, class and the whole school, following in concordance with the instructive arrangement, level of execution and understudy achievement, decentralization of administration, and time the load up during enlightening social affairs

*“If your aim is managing your organization effectively, focusing on specific goals, and achieve them, you cannot lead without instant data. Regarding the time management, before the implementation of the LMS system we were sitting hours and talking, talking, talking. Today pedagogical meetings are significantly more effective, because the homeroom teacher comes with updated data and share with supervisors and other respective persons. Time management is an important component of the school effectiveness.”*

**Participant E**

The learning the executives' framework improves the school viability by redesigning e-authority of all degrees of school personnel. It helps heads of workplaces and coordinator masterminding and watching the use of the instructive program in different themes and updating understudy learning. Instructors go into the physical and rational correspondence in the LMS as a point of their activities, homework, understudy data, answer understudy questions, and focus understudies fully expecting formative and summative assessments. A bit of the principal portrayed the use of LMS as class or subject locales worked in the instructive framework for transmitting learning materials to the understudy. Notwithstanding this option of having a class site interconnected with same school classes, with various schools likewise, the board components of the framework, a huge bit of the school principals were unaware of it, and, subsequently, did not propel their school workforce toward this way. It was similarly noted by the individuals that the LMS propels instructive arrangement organizing, extends levels of correspondence with the school arrange, and changes the school culture. The moment stream of current data between various partners makes the environment of straightforwardness and associations, improving the school culture and driving towards upgrading the school viability.

*"The implementation of the learning management system has changed our work patterns, ways of exchanging information, and the entire school culture. This Management system reduces their workload. It makes them happy because you get the results in a click and you are able to decide for the future then. I would say we could never be able to track and monitor the students' progress this easily and instant to decide for the further. Even in an ongoing class, you can instantly change the planning,. So in together tracking students' progress, monitoring teachers' performance and increasing their motivation level are some things that would not have been possible without this learning management system which ultimately enhance the efficiency of the school systems."*

**Participant F**

The elements of the LMS that are interfacing all accomplices of the school that add to the educating of the educators and learning of the understudies. The feasibility of the school when staying on observing, correspondence, the administration and quick basic leadership through



LMS which is an online framework available each moment of consistently and can be moved closer through portable, iPad, PC and PC, verifiably increment adequacy.

### **Findings Discussion and Conclusions**

This examination explored e-administration by non-public school principals through an LMS by 3P learning affiliation, names mathletics, spellodrome, and perusing eggs, their headway of e-authority by the school workforce, and the effect of e-initiative on school practicality. The results of the study quite similar with the working paper by Jung (2019) in his reflections in *An Efficient LMS Platform and Its Test Bed*. The outcomes revealed that productive use of the LMS framework engages re-organization of school principals and demonstrating staff, and along these lines overhaul the suitability of their schools. This is recognized through data-driven essential authority, watching instructive arrangement use, learning execution and understudies work, e-correspondence with school faculty, understudies and guardians, assigning obligations, and improving the school condition through organization methodologies. There are strong lines of two-way communication all partners and the principals and directors. All members conceded to the noteworthy effect of learning the board arrangement of all elements of principals including educating and learning procedures of instructors and understudies. This exploration is a qualitative examination in the moderately little example of private school principals implementing a learning management system. Further research may investigate the bigger example, in different LMS frameworks and distinctive social settings. It is intriguing to cross-check the revelations of gatherings with the quantitative log examination of veritable e-administration direct of non-government-funded school principals inside an instructive framework and with the impression of school staff using the data during educational gatherings.

### **Ethical Consideration**

In this qualitative study, the empirical data were collected from schools that were using 3P learning LMS in private schools of Pakistan. The findings may vary differently between schools or other educational organizations and countries, depending on context and cultural differences, relative advantages, and system implementations. It was sequential mixed method study, title was towards qualitative part (80%) as compare to quantitative part (20%). Content analysis was limited to two subjects Mathematics and English but both of domestic and

international curriculum. It became evident that there were limitations regarding the gathering of data, as my research using an interpretive approach so these limitations related to the phenomenological method, the study design, and range of participants concerned. Another perceived limitation is that the research sample for the first part of the study was small, therefore the transferability of the data to a greater population would be limited. This phenomenological phase of the study gives priority to the participants' lived experience, observations and by so doing, the methodology limits perspectives that might be gained from a wide-ranging group of participants. Similarly, the research approach has limited the gathering of data that would be subjected to contextual influences. One such criticism might be that this study has not had categorical concern for the influence of economic factors that influence the access to technology outside of the school. This is recognized here, that it was beyond the scope of this research to consider all features that impacted on the principals and teachers' experiences. Therefore, considered in greater detail about the economic factors that influence the access to technology would be a worthwhile study. The data in this study were collected to evaluate the internet-based LMS by 3-P learning organization, which is based in Sydney, Australia. It is possible the findings may vary from one system to another. Therefore, future research is required to investigate and confirm the findings of other particular systems which are used by other schools.

### **Recommendation & Directions for Future Research**

Although it was the first research in Pakistan on the exploration of E-leadership styles of private school principals so there was a shortage of literature opinions regarding the findings of the study. It was a basic level of exploration regarding the LMS (Mathletics, spellodrome and reading eggs) and principal's phenomena about the E-leadership in the Pakistani private school system. The study was conducted to explore the phenomena of E-leadership the researchers recommends that it maybe conducted under a grounded theory design of qualitative research for saturation. The saturation will indicate the trustworthiness of these four noted themes. Additionally is maybe conducted under quantitative methodology for results generalization.

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**Citation of this Article:**

Khan, A.M. & Akram, M. (2020). Exploring E-Leadership Practices in Implementing Learning Management System in Private Schools of Pakistan. *Pakistan Journal of Distance and Online Learning*, 6(1). 43-64.