

Influence of Leadership Approaches of Head Teachers on Discipline: Teachers' Perspective

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ABSTRACT

Leadership and management play an important role for the efficient and smooth running of the school. Leader influence people by his/her behavior and its behavior also influence the performance of the employees and other aspects related to the learning of students. The study planned to identify the influence leadership approaches of head teachers on discipline. Objectives were: to find out the influence of leadership approaches on intrinsic school discipline, to explore the influence leadership approaches on extrinsic school discipline, to identify the influence of leadership approaches on school discipline. Population of the study was consisting of all over the Punjab. Punjab was divided into three zones (north, central, southern). Simple random sampling technique was used to select sample. Three hundred and fifty 360 teachers were selected by equal proportion from each zone. Self-constructed instrument was used for data collection. Statistically techniques were employed to draw findings. Study concluded that autocratic and democratic leadership approaches of head teachers have significant influence on intrinsic and extrinsic discipline while laissez-fair leadership approach has no significant influence on intrinsic and extrinsic discipline. So it is concluded that head teachers exercised leadership approaches at secondary school level have a significant influence on school discipline.

KEY WORDS: leadership approaches, intrinsic discipline, extrinsic discipline, secondary schools head teachers, secondary school teachers, secondary school students,

INTRODUCTION

Environment is changing socially, politically and economically, school leaders had to be well positioned to meet the challenges of the 21st century and significant changes to the educational system itself, such as the management techniques used by educational institutions (Northouse, 2013). In addition, technological advances, worldwide need for professional workers, increasing competition and a diversity of requirements for students are just a few reasons why scholar leaders must always be professional and grow so that the schools can thrive in a difficult global context (Peter, 2009). There are certain key points, such as school demography, accountability frameworks, various governance structures, school discipline,

teacher leadership and professional instructors all need competent leaders to meet the difficulties of the always changing education environment in which school leaders operate (Harris&Muijs, 2004). These educational environments are more dynamic, complicated and fluid than ever before, indicating a variety of situations which may impact on how leaders do their tasks and address issues and concerns. Davies (2005) believes that schools are constrained by an ever-increasingly unpredictable, competitive and peaceful environment and leaders must concentrate on their leadership approach to thrive.

LITERATURE REVIEW

Leadership is a more sophisticated way to engage with others to achieve a shared objective in a school. Managers must know the environment of a school and be able to connect activities of other individuals with the structure of a school. The supervisor needs a leadership vision to guide the people (Daft, 2005). Leadership is the most important element that may affect the performance of schools. Successful and efficient school leaders may build excellent relationships and encourage teachers to make extra efforts (Byanga, (2004). Leadership is defined as the process to help a group of people, create and then move into vision. All educators also emphasize the need and commitment of a leader to develop the faith needed for leadership and long-term objectives. The resources (money, materials and people) of an institute must be able to be concentrated on organizational standards and goals. In school, students and workers must have the ability to direct their work toward the achievement of the school's stated objectives. Management has this strength and the leadership approaches also (Daft, 2005).

The teacher's leadership has a significant impact on the performance and development of the school. According to Davies (2005) the leadership approaches of head significantly affect teacher and learner motivation. The direct impacts of outstanding teachers and their school environment on learners are emphasized very much (Harris & Muijs, 2004). Khaki (2006) has provided strong experimental data indicating that the leadership approach of the lead instructor may encourage an atmosphere that supports the institution's educational goals. Finally, school leadership has a significant influence on the advancement and efficiency of schools.

Research in leadership approaches is a vast subject including a variety of leadership approaches and concepts. Every one of the various styles of leadership is in its own right. There's no good or bad approach of leadership. The way leaders utilize those affects whether or not the institution succeeds (Kiprob 2015). Research indicates that in educational environments eight distinct leadership approaches are utilized. They include charismatic approach, command and control approach, laissez-faire approach, servant approach, the situational approach, pace-setter approach and the transformational approach. Research has historically concentrated on leading school teachers, however contemporary perspectives on educational management and changing school administrators highlight the importance of informal school leaders (Omolayo, 2007).

There are many different leadership approaches, each of which is helpful in its own way. A leadership approach may thus be selected in accordance with the conditions. To identify the types of leadership in Punjab in public high schools, the researcher chose the three most frequently utilized leadership approaches. The following are some examples of leadership approaches:

Autocratic leadership approach is one in which the leader has complete authority over his or her subordinates. Even if the recommendations are in the groups or institutes' best interests, members and employees have limited chance to make them. The advantage of autocratic leadership, according to King'ori (2012) is that it is very effective. Work is done and decisions are made promptly. Khaki (2006) claims that authoritarian leadership is best utilized in times of crisis, when choices must be made swiftly and without dissent. The military, for example, often employs an autocratic leadership approach, in which higher commanders are tasked with

making difficult choices quickly, allowing soldiers to concentrate their attention and strength on completing their assigned duties and objectives.

Democratic leadership approach leaders, according to Harris and Muijs (2004), make final choices but involve all the member of staff in decision-making. They trust group members' opinions and are often preoccupied with developing initiatives and reaching conclusions. There are a number of advantages to having democratic leaders. Because they are involved in the decision-making process, group members have a high level of work satisfaction and creativity (Davies, 2005). This leadership approach, according to Daft(2005) also aids in the development of people's talents and experiences. Team members think their fate is influenced, thus for other than money, they are eager to work hard. This method may be appropriate when working as a team, where quality is more essential than capacity or production.

Laissez-faire leadership approach offers their staff full freedom to work and to set their own targets. When necessary, you help the team with money and ideas, but usually remain away. This leadership approach may be successful according to Peter (2009) when the leader checks achievement and reacts to members of the group often. Individual members of the group with excellent qualifications, self-starting and training are frequently efficient. The principal benefit of laissez-faire methods is that they offer a high degree of autonomy for group members, which may result in greater pleasure and skill.

There are numerous approaches of leadership that are based on diverse thoughts and assumptions according to the literature research. The many approaches of management are affected by a combination of human values, beliefs and

preferences and organizational norms, culture and conditions that encourage and discourage specific leadership approaches. It is important to remember that, depending on the circumstance, various management styles are required. You must take an authoritative attitude to be the greatest and most successful leader. While democratic or uncompromising designs with a unifying level of a highly motivated, competent and cohesive team are more effective, a diverse, highly skilled and coherent team of teams may succeed more successfully with democratic or laissez-faire approach (Bogler, 2001). The purpose of selecting a leadership approach is to achieve the objectives of the organization and to balance the requirements of its members with institutional or organizational discipline.

The purpose of the principal/head teacher, the focus of the educational system, is well informed of the circumstances and the environment of educational institutions, directly regulates teachers and organizations, untouched by the decentralization of the power plan. A large proportion of school leaders remain passive beneficiaries of governmental choices rather than engaging actively in school development to enhance quality (Mahmood, 2011). According to Harris (2004), principal need excellent leadership abilities to effectively manage schools in the twenty-first century and handle school improvement demands. The influence of leadership approach conduct on school development has received a lot of attention in recent educational reform. In terms of transformational and transactional leadership approaches, Omolayo (2007) advocates for successful principal conduct. They believe that the principal's influence on teachers' collaboration has an influence on principals'/head teachers' and teachers' conduct in terms of school improvement and managing school discipline.

Leadership approaches are an essential component of school administration. The two sides of a coin are management and leadership approaches. In this scenario, a leader's role is critical not only in recognizing school management's flaws but also in giving advice for the schools' effective, efficient operation and school discipline. Various researches on the leadership approaches of head teachers have been performed. Mehmood (2011) investigated the effect of secondary school heads' leadership approach on teacher performance in Pakistan's NWFP. Iqbal (2005) examined the influence of organizational structure, leadership approach, and physical amenities on the performance of public and private secondary schools in Punjab. In Pakistan, Naseer, Nasarullah, and Ashiq (2014) studied the leadership approaches of secondary school principals. Previous studies either used a small sample size or looked at the leadership approach of school principals together with other factors. Numerous studies are conducted on leadership approaches related to various aspects at national and international level. No study was conducted at national level on influence of leadership approaches on school discipline, the researcher feel that there is need to work here and planned research on influence of leadership approaches of head teachers on school discipline at secondary level.

OBJECTIVES

Objectives are as under:

1. To find out the influence leadership approaches of head teachers on intrinsic school discipline.
2. To explore the influence of leadership approaches of head teachers on extrinsic school discipline.
3. To identify the influence of leadership approaches on school discipline.

RESEARCH METHOD

It was an attempt to find out the influence of leadership approaches of the head teachers on public secondary

schools' discipline. The study was based on current occurrences so descriptive research and survey method were used for this study. In survey method researcher personally develop a tool to collect data. The study was delimited to only public secondary schools, girls and boys and rural and urban schools. The whole Punjab was the population of this research, thus total No. 45,494 male and female public secondary school teachers were working in the province. Simple random sampling technique was used to select sample. In this way five district of the Punjab was selected (Attock, Sargodha, Gujrat, Sahiwal, Bahawalpur and Layyah). Three hundred and sixty secondary school teachers were chosen on next step from 120 secondary schools of the Punjab as sample of the study.

DEVELOPMENT AND VALIDATION OF RESEARCH INSTRUMENT

The researcher developed a questionnaire with the help of literature review related to leadership approaches of the head teachers. The questionnaire comprised of the three type of the leadership approaches i.e autocratic, democratic and laissez-faire. The questionnaire was on five point rating scale (never, rarely, sometimes, often and always) having sixty close ended items. To validate the instrument, the tool was distributed among six leadership specialist. In the light of the experts opinion instrument was reviewed and then Cronbach coefficient was calculated to check reliability of the instrument. The value of Cronbach coefficient was 0.90 and think instrument is reliable for data collection.

DATA COLLECTION

This research was conducted in Punjab exercising one questionnaire on leadership approaches at secondary level. For data collection, it was decided to 370 secondary school teachers from 115 secondary schools of the Punjab. It was difficult for

the researchers to physically contact all of the respondents since the study's sample was dispersed throughout six districts in Punjab province. Data was collect in three ways; personal visits, mail, and research assistance. Response rate of the respondents were 95% which was very good.

DATA ANALYSIS AND FINDINGS

To find out the influence of leadership approaches of head teachers on discipline, different statically techniques were exercised for data analysis. The obtained data was analyzedby using the (SPSS Ver. 22). To determine influence of leadership approaches of head teachers on school discipline, correlation, t-test, and regression analysis techniques were utilized to get results. The next part presents the data analysis and findings.

Table 1: Influence of autocratic, democratic and laissez-faire leadership approaches of head teachers on intrinsic school discipline

Independent Variable	Dependent Variable	r Value	R ²	F- Value	Sig	β	t- Value	Sig
Autocratic Leadership Approach	Intrinsic School Discipline	0.19	0.16	1.082	.045*	0.20	-1.036	.042*
Democratic Leadership Approach	Intrinsic School Discipline	0.67	0.60	1.023	.044*	0.64	-1.047	.046*
Laissez-Faire Leadership Approach	Intrinsic School Discipline	0.090	0.006	2.786	0.088	-0.79	-1.698	0.089

Table.1 shows the influence of independent variable (leadership approaches) on dependent variable(intrinsic discipline). The correlation value for the influence of autocratic leadership approach on intrinsic discipline is ($r = 0.19$).The value of ($R^2 = 0.16$) shows that 16% variance is explained by autocratic leadership approach (independent variable) in intrinsic discipline (dependent variable). The model fit is significant ($F = 1.082$, $Sig = 0.045$). The value of ($\beta=0.20$) shows that increasing the independent variable (autocratic leadership approach) by one unit leads in a 20% increase in the

dependent variable (intrinsic discipline of students). ($t = -1.036$) is a significant value as well ($Sig = 0.042$).

The influence of democratic leadership approach on intrinsic discipline shows a correlation value of ($r = 0.67$). The value of ($R^2 = 0.60$) indicates that 60% variance is explained by democratic leadership approach (independent variable) on (intrinsic discipline) dependent variable.($F = 1.023$, $Sig = 0.044$) indicates that the model fit is significant. The value of ($\beta= 0.64$) shows that a one-unit increase in the independent variable (democratic leadership approach) results in a 64 percent rise in the dependent variable (student intrinsic discipline). ($t = 1.047$) is likewise statistically significant ($Sig = 0.046$).

The value of correlation for the influence of a laissez-faire leadership approach on intrinsic school discipline is ($r = 0.090$). The value of ($R^2 = 0.006$) indicates that 0.06% variance is explained by laissez-faire leadership approach(independent variable) on intrinsic discipline (dependent variable). ($F = 2.786$, $Sig = 0.088$) indicates that the model fit is not significant.

Table 2: Influence of autocratic, democratic and laissez-faire leadership approaches of head teachers on extrinsic school discipline

Independent Variable	Dependent Variable	r Value	R ²	F- Value	Sig	β	t- Value	Sig
Autocratic Leadership Approach	Extrinsic School Discipline	0.34	0.26	1.060	0.041*	0.34	1.342	0.040*
Democratic Leadership Approach	Extrinsic School Discipline	0.56	0.49	2.009	0.030*	0.56	2.089	0.030*
Laissez-faire Leadership Approach	Extrinsic School Discipline	0.016	0.00	0.119	0.0698	0.017	-0.352	0.725

Table 2 shows the influence of independent variable (leadership approaches) on dependent variable (extrinsic discipline). The correlation coefficient is($r = 0.34$). The value of ($R^2 =$

0.26) explains that 26% variance is explained by independent variable on dependent variable. The value of ($F = 1.060$, $Sig = 0.041$) shows that model fit is a significant. The result of ($\beta = 0.34$) indicates that one unit increase in autocratic leadership approach will increase 34% extrinsic discipline. The value of ($t = 1.342$) and ($Sig = 0.040$) indicate a significant difference.

The influence of democratic leadership approach on extrinsic discipline illustrates that the correlation value is ($r = 0.56$). The result ($R^2 = 0.49$) shows that the independent variable explains 49 percent of variation in dependent variable. The value of ($F = 2.009$, $Sig = 0.030$) indicates that the model fit is significant. The value of ($\beta = 0.56$) indicates that a one-unit increase in independent variable (democratic leadership style) results in a 56 percent rise in dependent variable (extrinsic of school), value of ($t = 2.089$) and ($Sig = 0.030$) show the significant difference.

The influence of a laissez-faire leadership approach on extrinsic discipline shows a correlation value of ($r = 0.016$). The result of ($R^2 = 0.00$) indicates that the independent variable (laissez-faire leadership approach) explains 0.00 percent of variation in dependent variable (extrinsic discipline). The value of ($F = 0.119$, $Sig = 0.698$) indicates that the model fit is not significant.

Table 3: Influence of autocratic, democratic and laissez-faire leadership approaches of head teachers on school discipline

Independent Variable	Dependent Variable	r Value	R ²	F-Value	Sig	β	t-Value	Sig
Autocratic Leadership Approach	School Discipline	0.28	0.22	1.591	0.041*	0.30	2.765	0.041*
Democratic Leadership Approach	School Discipline	0.59	0.52	2.000	0.040*	0.59	1.050	0.040*
Laissez-faire Leadership Approach	School Discipline	0.059	0.003	1.620	0.119	-0.62	-1.274	0.203

Table 3 indicates influence of independent variable (autocratic, democratic and laissez-faire leadership

approaches) on dependent variable (school discipline). The correlation coefficient value is ($r = 0.28$), value of ($R^2 = 0.22$) shows that 22% variance is calculated by independent variable on dependent variable. The value of ($F = 1.591$, $Sig = 0.041$) shows that model fit is statistically significant. The value ($\beta = 0.30$) indicates that an increase of one unit in independent variable (autocratic leadership approach) leads in a 30% increase in dependent variable (school discipline). Value of ($t = 2.765$) and ($Sig = 0.041$) also indicate the significant difference.

The influence of democratic leadership approach on school discipline indicates that correlation value is ($r = 0.59$). The value of ($R^2 = 0.52$) shows that independent variable explains 52 percent of variation in dependent variable. The value of ($F = 2.000$) and ($Sig = 0.040$) shows that the model fit is statistically significant. The value of ($\beta = 0.59$) indicates that a one-unit increase in independent variable (democratic leadership approach) rise 59 percent dependent variable (school discipline). Value of ($t = 1.050$) and ($Sig = 0.040$) shows the significant difference.

The influence of laissez-faire leadership approach on school discipline shows that correlation value of ($r = 0.059$). The result of ($R^2 = 0.003$) indicates that independent variable explains 0.03 percent of variation in dependent variable. ($F = 1.620$, $Sig = 0.119$) indicates that the model fit is not significant.

Table 4: Influence of leadership approaches of head teachers on school discipline at secondary level, Punjab.

Independent Variable	Dependent Variable	r Value	R ²	F-Value	Sig	B	t-Value	Sig
Leadership Approaches of Head teachers	School Discipline	0.42	0.37	2.657	0.044*	0.45	2.785	0.042*

Table 4 indicates the influence of independent variable (leadership

approaches of head teachers) on dependent variable (school discipline). The value of correlation is ($r = 0.42$). The value of ($R^2 = 0.37$) indicates that 37% variance is due to independent variable on dependent variable. The value of ($F = 2.657$, $Sig = 0.044$) illustrates that the model fit is a significant. The value of ($\beta = 0.45$) shows that one-unit increase in independent variable (leadership approaches) will increase 45% in dependent variable (school discipline). The value of ($t = 2.785$) is also a significant ($Sig = 0.042$).

FINDINGS AND DISCUSSION

Objective of the study was to look at the influence of head teachers' leadership approaches on discipline. In order to measure the influence of three leadership approaches on intrinsic and extrinsic discipline, three types of leadership approaches were researched: autocratic, democratic, and laissez-faire. It seems that the results of authoritarian and democratic leadership approaches are both valuable in their own way. Autocratic and democratic leadership approach has a significant influence on intrinsic school discipline; one the other hand laissez-faire leadership approach has no significant influence on intrinsic school discipline in secondary schools. A recent study conducted by Yusuf (2012) found that secondary school pupils' academic performance is significantly impacted by administrators' leadership styles. The results indicate that school administrators' democratic leadership styles are significant on students' achievement and school climate. The study by Voon, Lo, Ngui, and Ayob (2011) is comparable to this study in that it found a link between leadership styles and employee job satisfaction in Malaysian public sector firms. In light of this study, a direct correlation was found between leadership styles and employee performance as well as organizational discipline for smooth running of the organization.

The finding of the study indicates that autocratic and democratic leadership approaches of head teachers influence extrinsic school discipline. Autocratic and democratic leadership approaches of secondary school teachers have a significant influence on extrinsic school discipline; however, the value of laissez-faire leadership approaches show that laissez-faire approach has no significant influence on extrinsic discipline of school. To better understand the role of transformational leadership and dedication to the organization on work satisfaction and employee performance, Thamrin (2012) conducted a global survey. Research found that the leadership approaches of the leader affected both the level of employee performance and the organizational discipline. The literature also supports the study's conclusion, which is that leadership approaches of head teachers have an impact on extrinsic school discipline. According to Cunningham and Cordeiro (2003), a leader's leadership approach has a significant impact on the company, its workers' performance, job satisfaction, employee commitment, motivation, and discipline.

The findings related to influence of autocratic and democratic leadership approaches of head teachers on overall school discipline demonstrate the significance influence of autocratic and democratic leadership approaches on school discipline. This implies that the leadership approaches of secondary school head teachers, both authoritarian and democratic, have a major influence on school discipline. The findings of a laissez-faire leadership approach are not a significant. It suggests that the laissez-faire leadership approach of secondary school head teachers has no influence on school discipline. Kiprob (2015) created a research on the effect of principals'

leadership styles on students' discipline at the secondary level in Kericho sub-county, Kericho county, Kenya." Based on the findings of this study, it can be concluded that the model fits quite well. Because of his authoritarian leadership style, the principal has a large impact on student discipline at the secondary level. In turn, school principal leadership style has a notable effect on school discipline. It is difficult to say if the laissez-faire leadership style has any influence on school discipline. In the Tetu District, a king'ori (doctoral student) studied the effect of a principal's leadership position on secondary school discipline. There is no apparent effect on school discipline when head teachers lead with a laissez-faire approach. In statistical terms, it suggests that the model has a insignificant. The Wakiso district was the area in Uganda to be studied in order to learn about the effect of different head teacher leadership styles on student behaviour. These results suggest that the autocratic and democratic leadership styles of head teachers are significantly linked to school discipline and student learning, whereas the laissez-faire leadership styles of head teachers are completely unrelated to both factors.

The findings of influence of head teachers' leadership approaches on school discipline at secondary level indicate that model fit is significant. The value of ($\beta = 0.45$) indicates that a one-unit increase in the independent variable (leadership approaches) results in a 45 percent rise in dependent variable (school discipline). It suggests that head teachers' leadership approaches have a significant influence on school discipline at the secondary level in Punjab. According to the findings, majority of the head teachers employed autocratic and democratic leadership methods in school to ensure the smooth operation of the school. When the leadership approach of the head teachers employed in public secondary schools

were rated, the study's results indicate that democratic leadership approach has a high rank, autocratic leadership approach has a second highest rank, and laissez-faire leadership has the lowest rank. The literature is also in favour of the findings of this research. Namubiru (2005) performed a research on leadership approaches and their effect on discipline at the primary level in Uganda, and the findings indicate that head teachers' leadership approaches have a substantial influence on school discipline.

Ikube (2004) planned study on the effect leadership approaches of head teachers on student discipline at secondary level in Kampala. The results show that the types of leadership of the head teachers influence discipline considerably. The findings of this study also showed that the leadership approaches of head teachers have an important effect on discipline of school schools at a selected governmentally aided high school. Byanga (2004) conducted a study on the impact of head teachers management approaches on schools. Egwet (1999) performed research on the impact of a headmaster's leadership characteristics on discipline and academic performance of chosen secondary school pupils in Uganda. According to the study's findings, head teachers' leadership approaches have a positive effect on school discipline.

CONCLUSIONS

1. Autocratic and democratic leadership approaches of head teachers indicate that model fit is a significant. Autocratic and democratic leadership approaches have a positive influence on intrinsic discipline of the school while laissez-faire leadership approach shows no significant influence on intrinsic school discipline.

2. Autocratic and democratic leadership approaches of head teachers show that model fit is a significant. Autocratic and democratic leadership approaches have a positive influence on extrinsic school discipline whereas laissez-fair leadership approach has no influence on extrinsic school discipline.
3. Autocratic and democratic leadership approaches of head teachers illustrate that model fit is a significant. Autocratic and democratic leadership approaches have a significant influence on school discipline but laissez-faire leadership approach has no influence on school discipline.
4. Leadership approaches of head teachers illustrate that model fit is a significant. Leadership approaches of head teachers have a significant influence on school discipline at public secondary schools in Punjab.

RECOMMENDATIONS

The study recommends that head teachers should use democratic leadership approach in school to maintain good discipline of the school because the democratic leadership approach has high significant influence on school discipline. The study also recommends that head teachers should inspire students to take action and contribute to the school well-being through good approach. So that students will be intrinsically motivated to follow the discipline rules. The study also recommends that there should be a monitoring of the head teachers that he should follow the democratic leadership approach no other leadership approach. It is also recommended that students should be involved in decision making especially related to school discipline. It will help for better management of school discipline. It

is recommended that further study can also be done on the role of the students and the similar study to be conducted at elementary and primary level.

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