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Impact of Head Teacher Leadership Style on the Performance of Teachers at Secondary Level

Anila Kanwal *

Abstract: *The main objective of this research study was to find out the impact of headteacher leadership style on the performance of teachers at the secondary level in district Khanewal. The population size of this research study was 3840. The sample size of this research study was 360 teachers. The data was collected by the researcher through visiting the Institutions physically. The findings of this research study show that there is a strong impact of headteacher leadership style on the performance of the teachers, and there was a significant difference in the performance of teachers based on principles leadership style. So based on the findings of this study, it was recommended that HT should behave politely and facilitate the teachers so that teachers' performance may be increased. It was also recommended that a headteacher should not adopt only a single leadership style, but instead, he/she should adopt various leadership styles.*

Key Words: Leadership Styles, Teachers Performance, Secondary Level

Introduction

Essentially, it is a set of practices designed to help instructors improve their knowledge, abilities, and attitudes toward teaching. In various school reform programs, teacher competencies have been recognized as a significant factor in improving teachers' attitudes and behaviors, student learning, and the acceptance of educational policies (Kim & Lee, 2020).

Head teachers' educational instructional techniques play a critical and successful function in enhancing teacher skills at the school level. Teachers' instructional methods are influenced by competent supervision offered by school administrators to develop teaching skills (Ahmad et al., 2021). Liu and Hallinger (2018) evaluated the influence of instructional leadership by school heads on teacher professional learning in Chinese middle schools. They observed that school leaders providing professional development had a modest impact on teachers' professional learning and performance. Additionally, (Ismail, 2018)

investigated teachers' functional competency in Malaysia during the twenty-first century, finding that instructional leaders' practices as instructional resource providers have a significant and positive relationship with teacher competencies at the school level. They proposed that instructional leadership provided by school heads has a significant impact on teachers' skills in secondary schools, particularly in urban areas.

In Karachi, Pakistan, Ahmad et al. (2021) evaluated the impact of instructional leadership on teachers' professionalism at the secondary level. They found that instructional leadership from school administrators helps instructors develop their instructional skills and talents and that it has a favorable and substantial impact on teachers' professional competencies. Ismail et al., (2018) looked into the effect of school heads' instructional leadership on scientific teaching competencies at the secondary school level in Malaysia and found that instructional leaders who

* MPhil. Scholar Education, Leadership and Management Superior University, Lahore, Punjab, Pakistan. anilakanwalkwl@gmail.com

function as resource providers have a substantial impact on teachers' and students' teaching competencies. The school principal is thought to be an educational leader and one of the driving elements for effective teaching and learning. The necessity of school leaders being active in the screening and receipt of comments is stressed in the literature. Then, via a discussion of instructional challenges and an examination of the classroom learning process, define learning needs. It is also giving and supporting change through governmental and non-governmental appreciation, as well as criticizing their conceptions as capable of delivering and enabling the best instructional approaches (Akram et al., 2017).

To guide teaching and learning, the school principal must provide input to both instructors and students (Leithwood, 2020). For headteachers, who are responsible for administering the instructional program as the school's leader, enhancing learning and teaching has remained the most pressing task. The school principal arranges professionalism and support for teachers as instructional leaders.

Objectives of the Study

The objectives of the research are given below:-

- 1 To find out the most commonly used leadership style among headteachers
- 2 To identify if there is any significant relationship between principal and leadership style and teachers' performance.

Research Questions

Based on the above research objectives, the following research questions are suggested:

- 1 Which leadership style is most adopted by principals in secondary schools?
- 2 Is there any connection between a principal's leadership style and teachers' efficiency?

Literature Review

Leadership is critical to the smooth operation of any business and has a direct impact on employee performance and growth. Effective management lays the groundwork for an organization's growth and success. Many of its characteristics are common among academic leaders (communication, honesty, humility, trust,

motivation, creativity, spirit, and cooperation). Leadership is a worldwide phenomenon, but it has a cultural and contextual impact (Yasin, Batool & Ajmal, 2015). The fundamental element of school administration has always been leadership styles. Management and management styles were on both sides of the coin. As a result, the role of a head is crucial not only for detecting flaws in the administration of the schools but also for providing advice. Ahmad and Dilshad (2016) discovered that democratic leadership was the most common style among school leaders, followed by authority and laissez-faire.

Transformational leadership is a type of leadership in which a leader works with teams to identify necessary changes, build a vision that motivates others, and implement these changes with the help of committed team members. Transformational leadership is defined by James V. Downton, (2009) as the process of increasing the interest of followers in a project by connecting their sense of self with the project and the collective identity of the organization. The term "transformational leadership" was coined by James V. Downton in 2009. According to Burns, transformational leadership is characterized as "leaders and supporters advancing to a higher degree of morality and determination." Because of their great vision and personality, transformational leaders may encourage individuals to adjust expectations, attitudes, and motives to attain common goals. Instead of relying on a "give and take" relationship, it is based on the personality, qualities, and ability of the leader to change by example, communicate energy-efficiency objectives, and challenges. The transaction method is not transactional. In the sense that they provide a moral example of how their actions benefit the team, organization, and/or community, transformational leaders are ideal.

Harris (2004) and Muijs (2005) believe that distributed leadership focus instead of formal titles or roles on the usage of knowledge in their business. Organization members offer their management ideas, knowledge, abilities, and experiences. A heroic and compelling leader isn't necessary for distributed leadership, according to Cobbold (2012).

These leadership attributes, on the other hand, encourage and aid workers in improving their performance (Nguyen & Mohamed, 2011). In

the context of higher education institutions, empirical research that links university leaders' leadership behavior to performance seems to be insufficient (Nordin, 2011).

A democratic leader, according to [Lewin and Lippitt \(2016\)](#), incorporates subordinates or workers in decision-making (making choices on what to do and how to do it) The ultimate decision, however, is the leader's duty. It's vital to remember that taking a democratic approach isn't a sign of weakness on the side of the leader; rather, it's a show of strength that your superiors respect. Morality is high in a democratic system, and the leader and followers work together. Democratic leadership promotes employee productivity and happiness by assuring that the company is entirely dedicated to them.

In Malaysia, the instructional leadership paradigm was used to assess the relationship between educational leaders and teachers' functional skills at the elementary and secondary school levels. Instructional leadership strategies such as feedback on teaching and learning and monitoring student accomplishment have shown to have a large and favorable influence on teacher competencies at the primary and secondary school levels (Ismail et al., 2018). According to the findings, the instructional leadership strategy of the Headteacher, such as feedback on teaching and learning, has a favorable influence on teacher competencies.

One of the most important aspects of a school's existence is the visibility of the principal. The school's head maintains a visible presence in the classroom as an instructional leader, ensuring that the school's activities operate properly. To maintain regular connections with students and instructors, a good head as an instructional leader maintains high visibility around campus and in classrooms. They organize professional help and development for teachers regularly as instructional leaders (Craig, 2017).

Secondary school heads' instructional leadership practices, which retain a visible presence, have a substantial and favorable influence on teacher competencies (Ismail et al., 2018). Previous research has shown that the role of heads in conveying visual presence has a significant influence on instructors' skills and professional development. These studies found that the instructional leadership strategy of

headteachers had a significant and positive impact on teacher competencies in the classroom.

Teachers have a critical role in guaranteeing school success, which fluctuates year to year based on a variety of circumstances. To be successful in this capacity, teachers need to be motivated and supported by the administrator. In this case, the role of the principle might be vital. Teachers' performance will increase significantly if they have a positive relationship with their school's principal, are paid well, and are given a fair role in the school's decision-making process. Performance is a critical aspect in determining a person's value in the workplace. Performance instills a feeling of accountability, leads to the attainment of broad career goals, and improves an organization's production (Suebwingpat, 2014).

Teachers' morale and satisfaction are harmed by factors such as poor incomes and prestige, increased class sizes, and significant changes in the educational system. "The greater the working relationship, the better the degree of employee self-satisfaction," according to Ridzuan et al. (2018). Teachers' performance has been discovered to be adversely affected by laziness, inconsistency, and absence in recent years. The success or failure of a school is closely related to the principal's leadership, competency, and management abilities. Such management abilities may be shown in areas such as office administration, curriculum management, staff development, motivating, and maintaining positive relationships with the community, all to increase relationship performance. The positive influence of a school's leadership behavior is critical to its success. If the principal is inept, the outcomes will be disastrous. Different studies on principals' leadership styles and teachers' stress, work satisfaction and efficacy, turnout, and other factors have been undertaken in many nations.

Because it is connected with many mental and working environment difficulties, performance is one of the most thoroughly researched components in the current competitive position. Performance refers to a worker's physical and mental wellbeing, which is linked to efficiency, absenteeism, employee relations, and turnover (Kunze, 2011). Human motivational theories are closely linked to performance. Maslow's hierarchy theory, Herzberg's two-factor theory, and the Job Characteristics Model are the most well-known

theories. Fundamental wants, security, social need, adoration, and self-realization are the five degrees of human necessities proposed by Maslow's need hierarchy.

Routine management teachers such as planning, organizing, monitoring, and evaluation have been used by administrators for decades. These tasks include issuing orders, managing the school budget, planning the schedule, and keeping track of teacher and student attendance and absences. These efforts were critical, but the role of the principal has changed dramatically as a result of broader changes in education and shifting student prospects. Despite an abundance of information and technological innovation, today's schools confront enormous obstacles (Leonard, 2010). To cope with such breakthroughs and tackle new problems, educational institutions will need a new sort of leadership style.

The major emphasis in the old and traditional education system was on the school administration to guarantee smooth operation, substitute arrangements, and staff and student discipline (Bandara, 2010). It is now being claimed that previous principals lacked managerial abilities. A competent and successful administrator is concerned not just with teaching his kids but also with assisting and inspiring his instructors. He is also cautious about doing everyday tasks that are necessary for getting the desired results. All of these jobs contribute to the school's continued success (Bryk, 2015).

The principal must remember that they are not the only leaders in charge. They'll be interacting with several sets of leaders. They must collaborate to accomplish the goal of enhancing student learning quality. In other words, if instructors and administrators collaborate closely in the spirit of a team, students' interest and participation will rise, resulting in better learning outcomes (Hanaysha 2016). Although there has been considerable disagreement over the relationship between leadership conduct and teacher performance, the truth remains that good leadership behavior is practically impossible to achieve without positive teaching behavior. Almost all of the experts agree that there is a strong link between teacher performance and leadership behavior. Educational leadership is seen as an important component of a positive learning environment. A capable administrator can make efforts to enhance the school, establish

a positive learning environment, and provide a pleasant working environment for subordinates such as teachers and other school authorities. One of a principal's most important roles is to ensure that teaching and learning are focused on results to enhance teacher performance. Today's education system needs such leaders who can deliver in a complicated environment. The success of a teacher is closely related to the psychological environment in which he or she works. He adds that a leader may establish such an atmosphere by defining techniques with a specific emphasis on focused objectives, allowing instructors to choose from a variety of educational approaches, and paying them generously for their efforts. It is possible to establish such an atmosphere by assuring teamwork, carefully regulating teaching time, and providing self-paced education on occasion.

The school's task is never-ending. To boost teacher success, the leader must strike a balance between various leadership behaviors and connections among members of the organization. Education is like a whole, with many interrelated pieces built on a common knowledge basis. Education is like a living organism. The role of a leader is similar to that of a backbone. Leadership is required but not sufficient. It assists while also requiring assistance (de Koster, 2011).

It offers direction, stability, and safety, yet it may be injured. If the leadership is ineffective in its capacities, the whole system will suffer; keeping a balance between the demands of personal and professional life is a constant effort. At the same time, leadership strives. Leaders serve as role models for those who report to them. Institutions rely on leaders to guide them through the process of self-renewal and correction if they are to succeed in the future. Though school leadership looks straightforward in principle, it is very convoluted and difficult in practice. Leadership is described as the capacity to accomplish goals with the assistance and cooperation of others inside a company. Leadership entails contact among members of an organization, as well as the structuring and restructuring of situations in light of the members' expectations and views (Bass, 2009).

One group member stimulates and exploits the potential of the others in leadership. The focus of leadership is on how to meet the expectations of its subordinates. Leadership is a pattern of

behavior used by a leader to influence group members and make decisions about the organization's goals, tactics, and operations. Leadership is a style of management in which a leader leads, executes strategies, and encourages others to accomplish organizational objectives. In a nutshell, the efficacy of a leader's engagement with a group member is the yardstick by which an organization's performance is measured. A principal is a kind of leader that serves as a role model for both teachers and pupils. The principal strives to lead a team that can concentrate on the most important responsibilities while still being relaxed. He makes every effort to align competent employees under his direction for the institution's long-term success. He creates a conducive atmosphere for students to excel academically. Overall, he makes every effort to clean the institution's defunct characteristics or components (Leonard, 2010).

Education is a fundamental human right that provides not just information but also ethical, social, and religious enlightenment. It is seen as the only means of realizing one's hopes and ambitions. Education is a tool that allows people to achieve their goals by providing them with chances. Education entails not just the study of books but also the study of life (Hansen, 2017).

Education teaches people to distinguish between good and wrong. It promotes a cheerful mindset and relieves anxiety. It allows us to achieve our goals (Coker, 2012). In the hands of humans, it is a formidable weapon that allows people to live affluent lives. Education allows one to get an understanding of life's truths, to think independently, to question, and to be a wise administrator. It improves one's abilities and raises knowledge of one's rights and responsibilities. It opens up a whole new universe of possibilities. Education plays an important part in a person's development. It teaches social skills.

Given the significance of education, many countries are working hard to provide contemporary, high-quality education to their citizens.

The Population of the Study

The term "population" refers to the complete collection of people or things that researchers are interested in generalizing their findings—Hungry Polite (2009). The target population, also known as the theoretical population, has a wide range of features. The study targets all the public secondary schools in district Khanewal. The population of this research study is SSTs in district Khanewal which are 3840.

Sampling Techniques and Sample

The convenience sampling method was used. Obtaining data from the SST population, as well as the processing and interpreting massive volumes of data, would have been difficult to do given the time limits and low financial resources available for this study.360 teachers were selected as sample

Research instruments

The researcher collected data on the research questions using a set of a questionnaire called the Principal Leadership Style and teachers Performance Questionnaire (PLSTPQ), which has the demographic data and items seeking to establish the influence of principals' leadership style on teachers' performance. Validity is the extent to which the scores from a measure represent the variable they intended. The instrument (questionnaire) was validated by the supervisor, and also some corrections and comments were made; after corrections, the validation questionnaire was produced and distributed to the respondents.

Teacher's Perception about Leadership Styles

Table 1

S. No	Statements	SA f (%)	A f (%)	N f (%)	DA f (%)	SDA f (%)	M	SD
1	I share my issues with my Head Teacher.	36 (10)	65 (18.1)	84 (23.3)	129 (35.8)	46 (12.8)	2.76	1.18
2	My colleagues responsibly perform their duties.	98 (27.2)	100 (27.8)	73 (20.3)	52 (14.4)	37 (10.3)	3.47	1.30
3	My colleagues face various problems in school.	96 (26.7)	111 (30.8)	55 (15.3)	75 (20.8)	23 (6.4)	3.50	1.26

S. No	Statements	SA f (%)	A f (%)	N f (%)	DA f (%)	SDA f (%)	M	SD
4	Head Teacher leadership style enhances staff decision-making ability.	23 (6.4)	60 (16.7)	55 (15.3)	130 (36.1)	92 (25.6)	2.42	1.21
5	My Head Teacher behaves well with school staff.	93 (25.8)	94 (26.1)	38 (10.6)	79 (21.9)	56 (15.6)	3.24	1.44
6	Head Teacher takes steps to ensure teachers well being.	46 (12.8)	38 (10.6)	55 (15.3)	107 (29.7)	114 (31.7)	2.43	1.36
7	Head Teacher assigns duties fairly to each member of the staff.	62 (17.2)	53 (14.7)	59 (16.4)	103 (28.6)	83 (23.1)	2.74	1.40
8	There are Head teachers' biases towards school staff.	52 (14.4)	39 (10.8)	71 (19.7)	100 (27.8)	98 (27.2)	2.57	1.37
9	Head Teacher appreciates the teachers when they perform well	58 (16.1)	57 (15.8)	59 (16.4)	104 (28.9)	82 (22.8)	2.73	1.39
10	Head Teacher assigns extracurricular activities to each member of the staff.	18 (5)	64 (17.8)	45 (12.5)	144 (40)	89 (24.7)	2.38	1.17
11	Head Teacher involves the staff in the decision-making process.	15 (4.2)	108 (30)	81 (22.5)	120 (33.3)	36 (10)	2.85	1.08
12	Head Teacher assigns the classes to teachers according to their educational background.	15 (4.2)	117 (32.5)	81 (22.5)	111 (30.8)	36 (10)	2.9	1.09
13	Head Teacher visits the classes to check their educational progress.	86 (23.9)	87 (24.2)	48 (13.3)	79 (21.9)	60 (16.7)	3.16	1.43
14	Head Teacher scolds the teachers.	47 (13.1)	39 (10.8)	54 (15)	103 (28.6)	117 (32.5)	2.43	1.37
15	I avail C – Leave easily.	63 (17.5)	47 (13.1)	50 (13.9)	109 (30.3)	91 (25.3)	2.67	1.42

The main objective of this research study was to find out the impact of various leadership styles on the academic performance of teachers at the secondary level. a Teacher's leadership style plays an important role in the performance of teachers, and the teaching-learning process is dependent on such leadership styles. This table describes the teachers' perception about their head teachers' differing styles about their performance in the schools. A few of the respondents agreed that they could share their issues with their teachers because their headteacher leadership style is of dictatorship (Mean score 2.76 & SD 1.18).

In this type of leadership style, the subordinates are unable to convey their ideas to their headteachers for the wellbeing of students, schools, and the teaching-learning process. A majority of the respondents agreed that their colleagues have the responsibility to perform their duties in the school, and they never miss their classes without any specific reason (Mean score 3.47 & SD 1.30). A teacher's leadership style sometimes creates problems and sometimes creates issues for the teachers in the school, and a large number of teachers agree on the fact that their head teachers' leadership style creates problems in the school (Mean score 3.50 & SD 1.26). In any organization, just like School, the

Teachers need to involve their staff in the decision-making process, but a few respondents agree that their teacher invites them to take part in the school decision-making process (Mean score 2.42 & SD 1.21). On the other hand, a large number of teachers agreed that their teachers behaved well with them and asked about their problems if they faced (Mean score 3.24 & SD 1.44).

This table also describes the various steps taken by the headteachers for the wellbeing of their teachers in the school. A few teachers are of the point that their teachers take steps to ensure their wellbeing in the school (Mean score 2.43 & SD 1.36). It is a sad fact in the school education department that there are all malpractices and nepotism in the school, and there are some groups that affect the head teachers' performance and decision-making ability. Due to this, the Headteacher assigns the duties to the teachers in a different way. Some teachers are easily given duties, and some of the teachers are given difficult tasks due to which they are unable to perform these duties (Mean score 2.74 & SD 1.40). In the same way, some of the headteachers show biasedness at words and give them a favor. On the other hand, the sum of the teachers is scolded by the Headteacher (Mean score 2.57 & SD 1.37). A few of the respondents said that their teachers

appreciate them when they perform well (Mean score 2.73 & SD 1.39).

Extracurricular activities are important parts of any organization, and it is the core duty of the Headteacher to assign these duties to teachers, but a few teachers responded that their headteachers assign extracurricular activities to each member of the staff (Mean score 2.38 & SD 1.17). Dictatorship type of leadership discourages the participation of teachers in the decision-making process, and it is the only Headteacher who makes the decisions, and the majority of the respondents are of the view that they are not included in the decision-making process of school at tasks (Mean score 2.85 & SD 1.08).

Headteacher having democratic leadership style assigns the classes to the teachers according to their interest and educational level, but the findings of this research study show that majority of the headteachers assigns the classes to the teachers not according to their interest and educational level, due to which the performance of the teachers and outcomes of the students are very poor (Mean score 2.9 & SD 1.09). Similarly, a large number of the respondents (Mean score 3.16 & SD 1.43) responded that their teachers visit their classes and check the homework, ask the questions from the students and give instructions to the teacher for an effective teaching-learning process which increases their competency level. In some of the school's teachers have Harsh behavior with their staff, and sometimes but the majority of the teachers are opposed to the statement that their teachers scold them in front of their staff for students (Mean score 2.43 & SD 1.37). Availability of leaves for the Teachers has been a problem, and the majority of the respondents said that they are unable to avail casual leave from the headteachers (Mean score 2.67 & SD 1.42).

Discussion

The majority of school leaders attempted to incorporate young graduates into current school leadership teams or school structures to gain a younger perspective on a specific assignment and to include and prioritize them in an ever-improving school administration. Several departments, a meeting schedule, a more organized school hierarchy, and a well-designed playground were all part of the existing infrastructure. Schools have continued to integrate youth into adult command positions,

such as leadership teams, due to the potential of the youth-adult partnership, while concentrating less on the activity of involving youth as partners in school improvement or governance as a way of refocusing school discussions on the experiences of marginalized youth (Biddle, 2017).

Schools are the "essential platforms for the growth and development of both students and teachers." Both the public and private sectors are critical in this regard. "All sectors must interact and collaborate to make the educational system more coordinated." "Hiring well-educated and experienced educators is vital to bringing the educational system up to par." Maqsood, Sohail, Qureshi, and Kausar (2017) described job satisfaction among instructors. A survey-based research method was employed, as well as a work satisfaction scale and a demographic sheet. According to the demographic data, "age and income showed a negative association with work satisfaction, while experience indicated a positive relationship." Instructors with "job experience (1-5 years) were significantly different from teachers with more than 5 years of experience" in terms of job satisfaction. Employees were satisfied with their jobs in a laid-back academic environment.

When emotional behavior disorders deteriorate, academic achievement suffers, while good social self-esteem is connected to higher academic achievement. Reduced behavioral issues in school children as a result of enhanced social self-esteem, which leads to improved academic performance (Soomro & Clarbour, 2012).

A recent study found that operating a school is comparable to running a state. As a result, the role of the school administrator resembles that of a politician, economist, psychologist, or sociologist. The school's principal is in charge of leadership and administration. Leadership and management are two separate professions that require additional education and training. The researcher identified nine qualities from the word primary, which is made up of nine letters in the alphabet. P represents plans school activities, R represents respect for the school population, I represents interacts with and commands the school population, N represents networks with the school population, C represents consults with the school population, I represents instructs school staff, and P represents participates in school activities. The letter L symbolizes properly guiding

students, while the letter A stands for attracting students to the institution (Farah, 2013).

Conclusion

According to the findings, the head teacher's leadership style has an impact on teachers' motivation and job satisfaction in schools. Democratically led school administrators are liked and respected more, according to the data. Although most teachers were motivated and satisfied with their head teacher's leadership styles, some were exposed to autocratic leadership styles, which hampered their performance and made them frightened of being blamed in the event of an error or unanticipated events, according to the findings. Authoritarian leaders are perceived to create a closed environment, as well as being unpleasant and unwelcoming, focusing solely on the need for effort while failing to put in any effort themselves. Overall, the findings show that headteacher leadership styles boost teacher work satisfaction, which is a sign of individual stability and institutional success. Most headteachers employed a democratic leadership technique, as opposed to authoritarian or laissez-faire leadership. Schools are made up of smart people who come up with brilliant ideas that are crucial to the school's day-to-day operations, such as teachers who can effectively address instructional concerns.

Democratic leaders cultivate an environment of trust, respect, and dedication. Many administrators believe that democracy is the most effective strategy to improve school climate because many school departments are interconnected. As a result, the school's success is reliant on cross-departmental cooperation. A few headteachers believed that the democratic leadership style was not applied at all since the students lacked critical skills and abilities. They thought that unless instructors were closely monitored, they would be unable to fulfill their

jobs. In addition, because schools are where the next generation is groomed, a laissez-faire leadership style is inappropriate in schools, where instructors must be motivated to teach from their hearts rather than being compelled to work under strict control. Delegating without following up can result in a flood of issues and poor outcomes, which can degrade a school's reputation.

Recommendations

Based on findings, some recommendations are given.

- 1) The principal encouraged the teachers to share their ideas for the Welfare of school organizations as their teachers may feel encouragement and confidence.
- 2) Teachers should be given the power of decision-making in the school so that they may be involved, and the teacher may feel less but can't care for the school affairs.
- 3) The principal should behave and treat equally all the staff members, and there should be no business so that all the staff may work properly with dignity.
- 4) Teachers' day should be appreciated by the headteachers for their good performance, and this is only possible when the teacher will show the democratic leadership style.
- 5) The principal should not adopt a dictatorship leadership style because teachers will feel hesitation and discomfort to perform their duties.
- 6) A teacher should assign extracurricular activity per responsibility to every member of staff so that teachers may perform and learn about their duties in a good manner.
- 7) The principal should visit the classes to check the performance of students and teachers. If the principal finds some flowers, the Headteacher should not score all the teachers; instead, the principal should make corrections in a good manner.

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