



RESEARCH PAPER

Secondary School Head Teachers' Conceptions of the Relationship existing between their Leadership Styles and Students' Academic Achievement

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ABSTRACT

Head teachers use different leadership styles to improve their students' academic achievements. Therefore, it is necessary for the school heads to choose their leadership styles carefully. This study aimed at exploring conceptions of head teachers regarding their relationship between leadership styles and students' academic achievements at secondary level. Three leadership styles: Autocratic, Democratic and Laissez-faire were considered in this research using qualitative research approach. Criterion purposive sampling technique was used to select participants. A self-constructed 'Interview guide for Head Teachers' consisting of 20 open-ended questions was used to collect the data from research participants. Majority of the head teachers perceived that they use multiple leadership styles to improve students' academic achievement. Moreover, these head teachers were keen to improve academic achievement of the students. For this purpose, they use different leadership styles. Furthermore, it was also evident from analysis that they prefer democratic leadership style. However, sometimes they rely on other leadership styles but with the aim of improving academic achievement of the students.

KEYWORDS Autocratic, Democratic, Head Teachers, Laissez Faire, Leadership, Secondary School

Introduction

Administration in any association suggests the activity and cooperation with people and things with a view to achieve a particular goal. It is the capacity to design, control, direct and co-ordinate the exercises of school including both human and material assets for the accomplishment of school objectives (Adenounmu, 1986). It is a procedure through which people or an organization deliberately impacts others in the achievement of objectives. Authority is by and large characterized as the craftsmanship or procedure of impacting individuals with the goal that they will endeavor readily toward the accomplishment of targets. This idea can be augmented to include the eagerness to fill in as well as the ability to work with enthusiasm and certainty. It is the utilitarian conduct of a pioneer in connection with subordinates to encourage the achievement of gathering objectives.

In such manner, administration is the capacity to complete things with the help and co-operation of other individuals inside an institution. Rashid et al. (2021) supported those perspectives and commented that administration includes a guide that coordinates exercises of people in a provided guidance keeping in mind the end goal to accomplish the objectives of the association. He distinguished three sorts of initiative styles utilized. These are the despotic, majority rule and free enterprise administration styles. He

contended that the totalitarian pioneer is a tyrant. He coordinates a mass individual in transit things ought to be finished. He additionally gives orders which are to be obeyed regardless of whether the individuals from staff have activities. All forces are packed in his grasp with the end goal that when he is away, it would be troublesome for the staff to comprehend what to do. Power and basic leadership dwell in the absolutist pioneer. Then again, the vote based style of administration stresses gathering and pioneer support really taking shape of arrangements. Choices about hierarchical issues are touched base at after meeting and correspondence with different individuals in the association. The pioneer endeavors however much as could be expected to make every individual feel that he is a vital individual from the association. Correspondence is multidirectional while thoughts are traded amongst representatives and the pioneer (Adeyemi, 2010). In spite of these initiative styles, the free enterprise administration style is the sort of authority that makes arrangements for the person to have predominant parts in basic leadership and in the activity of energy. The style enables finish flexibility to cooperative choice without the pioneer's interest. Along these lines, subordinates are allowed to do when they like. The part of the pioneer is simply to supply materials. The pioneer does not meddle with or take an interest over the span of occasions controlled by the gathering. It is accordingly, a feeble style of authority as it prompts no important advance inside an association (Ogunsanwo, 2000). The term 'scholarly accomplishment' has been portrayed as the academic remaining of an understudy at a given minute. It alludes to how an individual can show his or her scholarly capacities. This academic standing could be clarified as the evaluations acquired in a course or gatherings of courses taken (Owoyemi, 2000).

Literature Review

A decent leader utilizes each one of these three styles according to the situation with one of them typically overwhelming while average leaders tend to stay with one style (Oluremi, 2013). Gandolfi and Stone (2017) discovered from his examination that it was hard to move from dictatorship to democracy style as compared to moving from democracy to dictatorship style. Dictatorship style seems to be controlling, bossy and oppressive. Lewin's examination discovered that Democratic administration was by and large the best. In his investigation, kids in this gathering were less beneficial than the individuals from the authoritarian gathering, yet their commitments were of considerably higher quality. Youngsters under the Laissez-faire initiative were the minimum profitable of all the three gatherings. In spite of the fact that autocratic leadership style is moderately disagreeable; in specific conditions it can be a convincing methodology, particularly when leader is short on time and when subordinates are not profitable. The leader coordinates subordinates in communicating things which are needed to be done and does not keep up clear channel of correspondence between him/her and the subordinates. He/she neither assigns experts nor allows subordinates to take part in approach making (Sosler, 2017). These leaders perceive that energy to guide assets is compulsory to accomplish the objectives of a foundation (Waqar & Siddiqui, 2008). Actually, leaders using autocratic leadership style completely utilize their forces to accomplish their objectives and just regard their own particular thoughts and methods of insight. This style of administration trusts that energy of basic leadership is only the right and duty of group leader. He is not expected to give reply of inquiries raised by subordinates. No contribution by subordinates in basic leadership is given in autocratic leadership style. Dahar et al. (2010) discovered that autocratic leadership style significantly affected school viability (a marker of understudy accomplishment) when compared with democratic leadership style in state funded schools located in Punjab.

In democratic leadership style, subordinates have flexibility of communication to leader. Strategies are composed in conference of workers. Leader working according to democratic leadership style works as a gatherer of feelings and takes a vote before deciding (Hussain, 2005). Democratic leadership style mostly depends on the standards of uniformity, flexibility, equity and is described by receptiveness and collaboration. It offers certainty to individuals working in a group that they are equally vital for the organization (Pimpa & Moore, 2012). Time utilization is a noteworthy downside of this style. This style is appropriate where cooperation is basic, quality is fundamental and sufficient time is available to complete a process. In democratic leadership style correspondence is multidirectional while thoughts are traded amongst representatives and the leader (Heenan & Bennis 1999). In this style of administration, a high level of staff confidence is constantly improved (Mba, 2004). Ngugi et al. (2022) observed that head teachers who worked under democratic leadership style posted high academic achievements regarding to their students.

Under laissez-faire leadership style leaders are uninterrupted and permit individuals to work according to their own choices. With this style, opportunities are completely controlled by assembled objectives, procedures, and working techniques. Leaders negotiate only once in a while. Free enterprise style is portrayed by Johnson and Hackman (2018) as the best style, particularly where subordinates are skilled and extremely energetic. Laissez-faire leadership style enables flexibility to subordinates to make collective choice without the leader's investment. Accordingly, subordinates are allowed to do whatever they like. This style is not appropriate for the circumstances where subordinates are not exceedingly expert and specialists in their fields. Because of freedom, representatives work as indicated by their own particular decisions and select their own specific manners to work for the advantages of association. Mostly, profoundly devoted and prepared people cooperate for the improvement of association and endeavor to give best outcomes in accomplishment of objectives of association. As indicated by Rodic and Maric (2021), in laissez-faire leadership style unity is created due to freedom given by the leader. Each department battles to improve the condition of work environment. This is a direct result of good inclusion of subordinates in basic leadership.

The achievement of a school is measured by the nature of students it produces. The accomplishment of any instructive organization is measured by the execution of its students in both scholastic and non-scholarly tests. The measure of scholarly execution as an image of school achievement can be followed from the Victorian time frame (Bell et al., 2018). From that point forward, scholastic execution has been utilized to review schools. The 'great schools' are acclaimed to be those which are capable to prepare the students in such a way that they are able to achieve the objectives set by institute. It is observed that school authority, instructor's quality, parental help and understudies are unfavorable to students' high or low scholarly execution (MacNeil & McClanahan, 2005). Cooperation between school pioneers, educators, understudies and guardians can help with advancing students' learning.

Powerful instructional leadership style of school head teachers has appeared to be the most pivotal part to enhance educators' execution and students' scholarly accomplishment (Leithwood et al., 2013). Utilizing his supervisory part the head teacher may check what occurs in the classroom. He should save some of his opportunity to watch educators instructing. He should give input to the instructors' on their solid and powerless points. Where appropriate exhortation should be given, as it makes educators cheerful and they will then work more interestingly on their shortcoming to improve their execution. A fruitful head teacher ought to have excellent management and

perception abilities and capability in research and assessment of the both instructors and students' performance (Seefeld, 2016). They are the main thrust and fundamental asset in the advancement and scholarly development of students as they are specialists of students' progress (Wallace et al., 2013). It has been said already that school head teachers, instructors and guardians have a basic part in giving quality training and education to students. In a blended capacity class it has been observed that if students are dealt according to their ability then tend to have a higher general achievement and even-handed results (Boaler, 2008).

Head teachers who follow autocratic leadership style have no trust on their staff. They only give the desired assignment and work as boss (Okumbe, 2001). The correspondence methodology acquired for autocratic leadership style is one-way and correspondence design is alluring in nature (Bean, 2000). School head who used democratic leadership style used it as behavioural science scholars who were good both for staff welfare and undertakings execution. It indicated by Leithwood and Jantzi (2005) that under this style head teachers permit participatory correspondence and negotiates correspondence methodologies. Okoth (2000) and Kimacia (2007) discovered that head teachers using democratic leadership style had high level of implementation than head teachers using other leadership styles. Laissez-faire leadership style is the inverse of autocratic leadership style. Ishaque et al. (2019) conducted a study about the comparison of head teachers' leadership style and their practices. They found significant difference between heads' autocratic style and their practices. Moreover, they concluded insignificant difference between heads' democratic and laissez-faire style and their practices according to their leadership style. Pont, *et al* (2008) contends that this style may prompt perplexity, political agitation and confusion. They noticed that a school with free enterprise supervisor is described by a high level of opportunity for students and educators.

Material and Methods

This study was qualitative in nature. Many techniques for the selection of participants were available to the researcher but purposive sampling technique was the one which fulfilled the purpose. Criterion sampling technique which is a sub-type of purposive sampling technique was used to select participants of the study. Specific criteria were developed for the selection of participants of study. Total 12 participants were chosen as the target population for study. In-depth data was collected from the participants as it was demand of qualitative research methodology. For selection of target population following criteria was kept under view: 1) Participant had an experience of at least five years, 2) Participant agreed to give interview by him/herself, 3) Participant had appropriate knowledge of leadership styles being studied in this research. Selection of head teachers from the secondary schools with respect to their experience was an important feature for this research. Keeping this factor in mind twelve secondary schools were selected as research sites for this research. Six of these were public schools and other six were private for the equal participation of public and private sector. Further, keeping in mind for the equal participation in public schools of male and female three male schools were selected and three female schools were selected. However, private included both male and female participation so it wasn't given any priority to select three male and three female schools in private section.

Instrument

Semi structured interview was used as an instrument of the study. Semi-structured interview guide was prepared by the researcher because it fulfilled basic

demand of research, *i.e.*, gather data from research participants which provides knowledge required by researcher to get genuine information about the topic. The purpose of conducting interviews was not to test the designed hypothesis or making a general evaluation about chosen topic but to gather conceptions of head teachers about their experiences of leadership styles and its effects on academic achievements of students studying in their institutions. This interview guide was delivered to participants before conduction of interview so that they know the main idea of the research and prepare to give answer based on experience they had in field according to research questions.

Before conduction of interviews, research sites were contacted and permission was taken for the conduction of interview from the administrative authority. After mutual discussion date, time and place for conduction of interviews was also decided. Permission of recording interviews was also taken before-hand from the participants of the research. Three leadership styles were studied during this research. Questions were designed according to these leadership styles. Total eight questions were numbered under "autocratic leadership style". Six more questions were added under "democratic leadership style". "Laissez-faire leadership style" also included six questions under it. Total 20 questions were included in the interview-guide.

Urdu, as it is national language of Pakistan and can be understandable by each Pakistani, was used as primary language for conduction of interview. It was assumed before-hand that both interviewer and interviewee have strong grip on Urdu language and can carry-on this process better in Urdu language. However, primary language for writing of research was English therefore researcher had to transcribe the data from Urdu to English. Different responses were collected from all the research participants. Coding was developed according to these differences. Responses of the participants were then placed under the coding they were specific for.

Data Analysis

As, this study was qualitative research study so analysis was also qualitative in nature. After preparing interview guide permission was taken from the research participants through proper channel for conduction of interviews and face to face interview was taken. This interview was also recorded. Permission for recording interview was also taken from the participants. After completion of interviews' conduction the recorded data was transcribed and summary of each dimension was prepared. This summary helped much in development of coding which was a key source for analyzing the data.

Results and Discussion

Autocratic Style and Students' Academic Achievement

Research Question 1: How do you supervise your teachers?

All of the participants agreed to the point that they supervise their teachers. Most of the participants used different methods of supervision which are; by checking students' homework, visiting the classrooms, observing methods of teaching and checking lesson plans. Some of the participants mentioned conduction of tests either monthly or weekly. One participant argued that supervision should be done by using democratic leadership styles, by counseling and solving problems teachers face keeping

their likes and dislikes in mind and by inquiring about use of AV Aids and checking how they help in increase of students' academic achievements.

Interview Question 2: Do you think that teachers should be supervised to increase students' academic achievements? What is the relation between supervision and students' academic achievements?

Most of the participants agreed and believed that there is a strong relationship present between supervision of teachers and students' academic achievements. If supervision is good then students' academic achievements also become good. On the other hand, if supervision is not good then students' academic achievement also decreases. One of the participants argued that supervision of teachers raises discipline of students. Another participant stated that discipline prepares students for the need to obey.

Interview Question 3: Do you think that most teachers in general population are lazy? Why do you think so?

Most of the participants agreed to the point that teachers are not lazy in general population. Instead, they have thinking on every aspect of life, knowledge about related subjects, well-qualified; take interest in their work and remain honest. Plan the lessons and use available AV Aids to make students' achievement level high. One of the participants raised a point that laziness is much increased by up gradation of curriculum because those teachers who have low qualification and lack of knowledge may become cause of laziness.

Interview Question 4: Do you give rewards to your teachers to increase students' academic achievements?

Most of the Interview participants stated that students' academic achievements are improved then Head teachers manage rewards for good students and best teachers. In morning assembly and staff meeting praise the good students and teachers. One of the participants argued that there must be particular good amount of money as reward for best teacher.

Interview Question 5: Do you think that teachers must be given punishments in order to motivate them to achieve organizational objectives? If yes/no then why?

According to most of the participants, punishment is not good aspect for betterment. Punishment has bad effects on self-respect of the teachers. Punishment creates uncertain conditions between teachers and Head teachers. Non-cooperation increases and cooperation decreases due to punishment. Environment of schools damages and mutual misunderstanding creates between Head teachers and teachers. Some participants argued that by this position constructive and creative thinking doesn't nurture. One of the participants said that disappointment position may develop among teachers and Head teachers which affect the students' learning. According to one of the participants teachers should regularly guide and strictly controlled but not punished. One participant argued that a little punishment should be given for improvement in behavior of teachers.

Interview Question 6: Do you give your teachers directions when they feel insecure about their work? If yes/no then how?

All of the participants agreed to the point that they give directions to their teachers whenever their teachers feel insecurity about their work. Most of the participants explained that they discuss, cooperate and coordinate problem of teachers which they face because of their work. Some of the participants argued that if teacher consults about any problem then help is provided him to make his work easy and motivation is given to him to find the reason behind the insecurity. One of the participants included counseling as a technique to reduce the insecurity factor among teachers.

Interview Question 7: Do you think that the Head teacher is chief judge of achievements of members of group to increase the students' academic achievements?

Most of the participants stated that Head teacher is the head of institution, understands the ups and downs of teachers, students, school related members and institution itself. Therefore, he should be a chief judge of achievements. Some of the participants argued that Head teacher has a role of facilitator but not judge in this scenario because he guides his teachers to show good performance in order to increase students' academic achievements. One of the participants disagreed to the point that Head teacher is chief judge. According to him, it is the work of judge to be always fair and a judge always search for bad, negative and defective points of others. This factor certainly affects teachers' self-respect.

Interview Question 8: How do you give orders and clarify procedures to your teachers? Give any example of that?

Most of the participants used teachers' meetings to pass out orders for counseling. In counseling meeting they discuss the previous orders which were given earlier and also pass new orders for further work. Some of the participants mentioned providing guidance in order to clarify orders. Few research participants explained that they give orders to teachers in verbal or written form on order book. According to them, verbal orders are timely and are given according to the deficiencies of teachers during class visits or office meeting. Written orders are specific and are for long period of time.

Democratic Style and Students' Academic Achievement

Interview Question 9: Do you think that teachers should be a part of decision-making process to increase students' academic achievement? If yes/no then why?

Every research participant stated that in the process of decision-making, involvement of teachers is necessary because they know the students' psychology, strategies of mental growth and individual differences due to close relation with students. Therefore, teacher feels his own share in opinion, commitment, teacher's willingness and keen interest to complete every work happily in the system. Therefore, teachers can give good opinions and suggestions for the improvement in students' achievements. Few research participants mentioned counseling to be a necessary part for teachers in decision-making process as according to them counseling is very important in democratic thinking and helps much in increasing students' academic achievements.

Interview Question 10: Do you think that teachers should be given guidance to improve students' academic achievements? If yes what would be suggestions/special tips given to teachers by Head teachers?

Every research participant stated that teachers should be provided guidance to improve students' academic achievements. For good suggestions and special tips, they replied that teachers should plan their lesson according to modern techniques and methods of teaching. AV Aids should be used and students should be taught in such a way that their concepts get clear. Students should be involved in curricular and co-curricular activities keeping individual differences in mind. Teachers should be punctual, make the attendance of students better in class, prepare their diary regularly, work according to time-table and examine students through tests. One of the research participant stated that Head teacher should guide teachers by giving suggestions to increase students' academic achievements. Suggestions are to improve the students' daily attendance in classroom, check and appraise daily work, manage weekly or monthly tests and prepare reports of these tests.

Interview Question 11: Do you think that most teachers want frequent and supportive communication from their Head teacher? If yes then what type of support they need?

Most of research participants stated that most of teachers need frequent and supportive communication with Head teachers for help in related matter of teaching and to compensate teachers' problems through counseling and discussion. According to some participants supportive material which may be provided is; helping books, teachers guide, facility of laboratories, provision of libraries, study tours and organizing training for teaching English, Mathematics and other subjects. A few research participants stated that teachers feel shyness and a feeling that their self-respect will decrease and don't share their problems with Head teachers. Therefore, it is Duty of Head teachers to involve those teachers in discussion and to help them through guidance.

Interview Question 12: How does the Head teacher want to help teachers in accepting responsibilities for completing their work?

Most of the research participants stated that they provide facilities to teachers in teaching-learning process by using available resources like financial and material aids. According to one of the research participants Head teacher discusses the planning of teachers about their work and identify defects in planning. It is the way for help and motivation and also gives thrust to teachers to identify and accept their responsibilities.

Interview Question 13: Do you think that it is the Head teacher's job to help teachers find their passion? If yes then why?

Most of the research participants stated that Head teachers motivate teachers intrinsically and extrinsically to make performance of teachers and students better and to encourage them. If Head teacher doesn't motivate the teachers to increase students' achievements then results will not be positive. Some research participants argued that some teachers use traditional teaching methods, AV Aids and activity based learning methods. Therefore, it is easy to provide passion to those teachers by giving examples of education development and by telling level of education in foreign countries. According to one of the research participants, it is not Head teacher's job to help teachers find their passion but it is also Head teacher's duty to guide teachers to become better in teaching.

Interview Question 14: Do you consider that teachers are basically competent in doing their work? Do you incorporate this in your leadership?

Most of research participants gave a positive response to that question and argued that teachers are competent in doing their work. According to them, Head teacher should motivate them by making those teachers head of different in-school committees. In this way, Head teacher would also be able to check the leadership abilities of teachers and train/guide them according to those abilities. Few participants stated that competent teachers are assets of schools and society and work much in making the community better. One of the participants argued that basically teachers are not competent. Their competency develops and increases with passage of time; according to situation and experience. They also need frequent guidance, support and suitable supervision in order to become better.

Laissez-faire Style and Students' Academic Achievement

Interview Question 15: Do you think that in complex situations, Head teachers should let teachers in work problems out on their own to increase the academic achievements?

All research participants disagreed to this point and argued that Head teachers should not let teachers to be on their own in complex situations. Instead, Head teachers should help and guide teachers to solve problems related to teaching and learning process in order to make students' academic achievements better. Some participants stated that if teachers become confused due to complex situations then cannot do influential work and thus can't succeed in getting better results. This also reduces their ability to increase students' academic achievements. According to one of the participants, problems are main cause of creating confusion which raises disappointment in teachers and this is harmful for the whole education system in which those teachers are working.

Interview Question 16: Do you think that Head teacher requires staying out the way of teachers as they do their work to increase academic achievements? If yes/no then why?

Most of the participants disagreed to statement of question and argued that it is not beneficial and better to stay out of teachers' work. Instead, Head teacher should interfere in teachers' work and should also guide them accordingly. They also mentioned guidance and counseling process and declared that guidance and counseling helps to increase students' academic achievements. Some participants stated that interference without any reason is not suitable if teachers are doing their work accurately. According to one of the participants Head teachers should help and guide teachers on their requests and only at time of need. Another participant stated that supervision is necessary for guiding teachers in order to make them aware about their incomplete or diverged work during teaching.

Interview Question 17: Do you think that Head teacher should allow teachers to appraise their own work? If yes/no then how?

Most of research participants did not agree to the point that traditional methods of appraising are not enough for evaluation of students' achievements and teachers' performance. Also, every teacher is not aware of all the methods and types of evaluation. Therefore, it is not possible for them to evaluate the results exactly and interpretation of result is also not a part of their teaching-learning process. One of the research participants exclaimed that teachers may appraise their own work but it is difficult to mention defects in their own work during evaluation. Therefore, the purpose of

evaluation is disturbed. According to one other participant Head teacher should allow teachers to appraise their own work. Sometimes, Head teachers find good and bad points of teacher according to that and guide teachers accordingly to be better in teaching-learning process.

Interview Question 18: Do you think that Head teacher should give teachers complete freedom to solve problems on their own to increase the academic achievements?

Most of the research participants disagreed to point that teachers cannot sort out relevant teaching problems. Therefore, they need Head teacher's help. Some of the participants stated that they get involved in work problems for finding the solution. They also consult teachers about the problems teachers face to increase students' academic achievements. Few of the research participants argued that if teachers are responsible, are expert in methods of teaching, use different teaching strategies and have ability to solve problems then Head teachers should give these teachers freedom to solve their problems on their own. One of the research participants explained that guidance is necessary for teachers in order to make them good in teaching-learning process.

Interview Question 19: Do you consider that in most situations teachers prefer little input from the Head teacher to increase academic achievements?

Most of the participants argued that teachers are competent, experienced, regular, confident, dutiful and honest in their work. Therefore, they feel little input from Head teacher to be enough to increase the students' academic achievements. Some participants believed that due to mutual counseling and interference students' academic achievements can be increased. One of the participant advocated that his teachers discuss all the problems with him and also with other teachers in order to reach to a proper solution. According to him, it meant that teachers expected maximum input and consultation by Head teachers in order to increase students' academic achievements.

Interview Question 20: In general, is it best to leave teachers alone to increase the academic achievements?

All the participants stated that majority of teachers are not aware of modern teaching methods and techniques and up gradation of curriculum. Thus, this holds the responsibility for weaknesses in teaching. Due to this, non-interesting situation is created in teaching-learning process. This situation is also responsible for a decrease in students' academic achievements. Few participants explained that mostly all the needy teachers are not involved in teachers' training courses, workshops, seminars and they have less knowledge about how to evaluate their teaching. Therefore, it is not best to leave teachers alone.

Conclusion

This study provides knowledge about leadership styles used by secondary school heads to make students' academic performance better. Data collected through the participants is qualitative in nature and it includes three leadership styles; Autocratic, Democratic and Laissez-faire leadership styles. Several questions are enlisted under these three leadership styles. Main focus of the researcher was to gain an insight about what leadership styles do Head teachers prefer to use in order to make their students better in their learning.

Perspectives of Head teachers show clearly that they are keen to improve academic achievement of the students. For this purpose, they use different leadership styles. It is also clear from the data gained that most of Head teachers prefer democratic leadership style to use for their staff and students. However, sometimes they rely on other leadership styles but with the aim of improving academic achievement of the students.

Recommendations

Certain suggestions are given below which would be helpful for secondary school head teachers in specific and other administration parties in general to make their institution's result better by enhancing their students' academic achievements.

Knowledge of how various leadership styles' effects on students' achievement should be incorporated in head teacher training workshop so that future head teachers are better equipped. Certain supervision methods should be implemented by head teachers according to the nature of both; teachers and problems, in order to make their students able to acquire academic achievements. Appraisal and rewards should also be given to good teachers in order to give them more motivation to work for betterment of their students. There should also be no punishment for teachers because punishment has bad effect on self-respect of teachers and creates negative reaction conditions. Head teachers should give directions to their teachers whenever they feel insecurity about their teachers' work. Head teacher should also give order and clarify procedures by holding teachers' meeting for counseling. Head teachers should involve teachers in decision-making process. It will encourage teachers to work more to increase their students' academic achievements. Head teachers should support teachers to plan their lessons using AV Aids, conceptual teaching skills by keeping in mind individual differences of their students, write teacher's diary and keeping record of tests whether daily, weekly or monthly. There should be frequent sessions of discussion and counseling for teachers and supportive material should also be provided to teachers for teaching purposes. It is suggested that available material and financial aid should also be given to teachers in order to motivate them intrinsically and extrinsically to make performance of teachers better. It is strongly advocated that head teachers should not leave their teachers on their own in complex situations. Instead, they should help and guide their teachers to solve problems. It is not beneficial to stay out of teachers' work. Check and balance is required in order to check their teaching abilities and skills and to make them better in teaching-learning process. Sometimes, teachers are not aware of modern teaching techniques/methods and up gradation of curriculum. Thus, this holds the responsibility of weakness in teaching. Head teacher should arrange frequent training workshops in order to reduce these issues up to minimum level.

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