HEAD TEACHER'S LEADERSHIP STYLE AND SCHOOL PERFORMANCE: EVIDENCE FROM SECONDARY SCHOOLS IN LAHORE, PAKISTAN

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ABSTRACT:
Leadership is the ability to identify and use natural talents as well as skillfully influence the team's inherent capabilities to achieve the organizational goals. Leaders influence individuals by their actions, and these actions also have impacts on the performance of their employees at the workplace and other matters pertaining to students' learning. The study aims to identify the influence of head teacher's leadership style on the school discipline.
Multi-stage cluster random sampling was used to select sample from nine major towns of Lahore. Twenty seven (27) head teachers and 231 school teachers were selected. Adapted instrument were used for data collection. Regression analysis, correlation and t-test were used to derive conclusions.
The study concluded that the democratic, transactional, and transformational leadership styles of head teachers have a remarkable impact on intrinsic and extrinsic discipline while autocratic leadership style has no significant influence on intrinsic and extrinsic discipline. According to the leadership path-goal theory, head teachers should change their leadership styles when the situation required it. Consequently, school administration ought to be strengthened. Thus, it can be said that secondary school head teachers who use leadership styles have great impact on discipline in the school.
Keywords: leadership Styles, Secondary School Head Teachers, Secondary School Teachers, Intrinsic Discipline, Extrinsic Discipline.

INTRODUCTION:

Leadership has been a subject of organizational and psychological research, and it is one of the most intricate and multifaceted phenomena. Though the concept of a "leader" existed long before the Bible, it wasn't until the 13th century that it was first utilized. Before the late 17th century, the word "leadership" had not yet been used (Stogdill, R. 2012). According to (Burns, J. 2009), leadership is among the phenomena that are both most frequently observed and least fully comprehended. This issue occurs not only in defining the theory but also in comprehending how it works. According to (Stogdill, R. 2012) "there are virtually as many leadership definitions as there have been attempts to define the notion." Indeed, Stogdill concluded after seven decades of research on the issue that the endless addition of empirical facts has not produced an incorporated understanding of leadership (Stogdill, R. 2012) . A visionary leader accepts followers wherever they should be, not necessarily where they want them to be (Hunt, J. G., & Osborn, R. N. 2010). It will be challenging for a leader who has not worked on himself or herself to properly lead. Great leaders offer a refuge of safety for those around them and exude a strong sense of self-assurance. They do not give in to fear or helplessness, which can be dangerous for both themselves and other people. Great leaders are often imprisoned and are not intimidated by disagreement or resistance. Leaders are not hesitant to form opinions based on the counsel of others, even their adversaries.

Excellent leaders avoid using threats or emphasizing risk in their communications. Great leaders are capable of taking calculated risks and understand the value of the risk assessment ((Aikman, S., & Unterhalter, E. (Eds.) 2015).

The leadership style of a head teacher plays a significant role in shaping the overall performance of a school. A head teacher, also known as a principal or headmaster/headmistress, is responsible for providing direction, guidance, and vision to the school community, including teachers, students, and support staff. Their leadership style greatly influences the school's culture, teaching and learning environment, and ultimately, the academic achievement of the students. Head teachers can exhibit various leadership styles, and each style has its own impact on school performance. It's important to note that leadership styles are not mutually exclusive, and a head teacher may employ a combination of styles depending on the situation. Moreover, the impact of a leadership style on school performance is influenced by various factors, including the school's context, resources, and the characteristics of the students and staff.

As the researcher, my decision to conduct research on the topic "Head teacher's leadership style and school performance: evidence from secondary schools in Lahore, Pakistan" stem from several reasons: a) Importance of Leadership in Education: Leadership plays a critical role in the educational context, and the head teacher's leadership style directly impacts the school's performance. By investigating this relationship, our aim is to contribute to the existing body of knowledge on educational leadership and its impact on student outcomes. b) Practical Implications: By investigating the relationship between head teacher leadership styles and school performance, our aim to generate practical implications for educational practitioners, policymakers and school administrators in Lahore. Our research findings can guide the development of effective leadership training programs and policies to improve school performance in the region. c) Enhancing School Performance: Ultimately, the goal of your research is to contribute to the improvement of school performance in secondary schools in Lahore, Pakistan. By identifying effective leadership styles and strategies, your research can potentially inform practices that promote a positive learning environment, enhance teacher effectiveness, and positively impact student outcomes.

This study aims to contribute to the existing body of knowledge in several unique and beneficial ways: Practical Implications for Educational Practice: One of the key objectives of this research is to generate practical implications for educational practitioners, policymakers, and school administrators in Lahore, Pakistan. By investigating the specific leadership styles that positively impact school performance in this context, this research can inform the development of targeted training programs, policies, and interventions that enhance leadership effectiveness and improve overall school performance. These insights can have a direct and positive impact on the education system in Lahore and benefit students, teachers, and the community at large.

Society-wide Benefits: Improving school performance through effective leadership has far-reaching implications for society. A strong educational system positively impacts the lives of students by providing them with quality education, improving their academic outcomes, and preparing them for future success. Additionally, when schools perform well, they contribute to the overall development and progress of the community, attracting investments, enhancing social mobility, and fostering a sense of pride and achievement. By investigating the relationship between leadership styles and school performance, this research has the potential to contribute to a stronger educational system and a better society in Lahore, Pakistan.

LITERATURE REVIEW

The concept of "leadership" has been the focus of discussion and research for more than 50 years, particularly in the fields of administrative and management development. Furthermore, such discussions and research focus on the topics of leadership quality, capability, efficiency, and behaviors   (Adlam,R. 2013). Learning about leadership is challenging. This was relevant because a variety of ways have been used to define what leadership is and how effective it is (Maxwell, J.C. 2013). To put it in another perspective, the leader wields authority over the supporters in order to gain their cooperation (Anderson, Ford & Hamilton 2008)Furthermore; the old definition of leadership is backed by the leader's responsibility in setting goals and ensuring that they are well-organized.

(Sergiovanni, T. J. 2014) recognized leadership as an autonomous person involving one's heart, head, and hand, which differs from previous understanding. He claims that leadership behavior is influenced by the person's ideals, vision, and convictions. According to (Asbaugh, C. R. & Kasten, K. L. 2017) the key to effective leadership is the ability to interpret the present situation in the context of one's past experiences. A process and outcomes that one takes are the hand of leadership behaviors. According to this definition, leadership is the process of demonstrating one's beliefs, character, goals, aptitudes, and achievements through the application of previous knowledge to the issue at hand. Several characteristics of leadership are shared by both the old and emerging views of leadership. The old concept of leadership, according to (Jacques, E., & Clement, S. D. 2018) is based on lowest to highest of control and responsibility, whereas the new attempts to create adoration and close relationships for members and views them as a potent source of knowledge, energy, and innovation for humanizing the company (Apps, J. W. 2017).

There are numerous distinct leadership philosophies, and each is beneficial in its own specific way. Thus, a leadership strategy can be chosen based on the circumstances. The researcher picked the top four leadership philosophies to examine the different leadership styles present in Punjab's public high schools. Examples of effective leadership techniques include the following:

Autocratic leadership style there is no distinction between autocratic and authoritarian behavior. They are both self-centered and follower authoritarians. Authoritarians are both visible and covert. One thing that all authoritarians have in common is that they always want to be in the center of things and enjoy exercising power over others (Ahmed Iqbal, Z., Abid, G., Arshad, M., Ashfaq, F., Athar, M. A., & Hassan, Q. 2021). They want to keep control of the situation. Autocratic leadership is suitable for followers who lack skills and knowledge (Dinham 2007). The leader aspires to in charge plus active, with exceptional decision-making abilities. Though authoritarian leadership behaviors are prone to a number of constraints, such as a lack of self-reliance and work disappointment.

Democratic leadership style various democratic leaders believe in compromise and dialogue, but they all want to make the final choice on their own. According to (Dunklee, D. R. 2015) they establish an inclusive environment for discussion, pay attention tolerantly, receive feedback, and make changes to their beliefs as needed. Several democratic leaders believe in a participatory and collaborative approach. They, as leaders of the group, are willing to let others guide them in some areas. They allow others to lead in the same way that constructivist leadership does (Kunwar, F.S. 2019). After consulting with supporters, the leader makes a decision. In a participatory decision making process, workers' egos and social needs are being met. They provide followers with the opportunity to improve their job contentment, educational daily jobs, and self-

esteem. Because "two heads are wiser than one," involving followers in decision making aids in making good decisions (Dimmock, C. & Walker, A. 2013). Democratic leadership is seen as the best in all scenarios.

Transformational leadership style motivates, empower, and stimulate their people to perform at higher levels than usual. They pay attention to and care about their followers, as well as their personal needs and growth. According to (Kibiwott, C. M. 2018) transformational leadership styles have the power to motivate their teachers to higher levels of effort, citing (Ylimaki, R. M. 2016). As a result, if transformational leadership is strictly followed, moral principles can be enhanced, allowing teachers to create decisions and judgments inside a social structure such as the institute.

Transactional leadership style as according to (Bass, B. M. 2019) combines "the carrot and the stick," with awards for successfully completing assigned tasks and penalties for failing. Both psychological and physical rewards and punishments are used. In a school setting, a Head teacher who follows this philosophy would encourage exemplary behavior with tokens, field trips, and accolade praise. Condemnation or the loss of physical benefits is used to punish bad behavior. Transactional leadership might be appropriate to change students' behavior. The goal of transactional leaders is to improve the competence of existing habits and trials.

According to (Oplatka*, I. 2014) a Head teacher in numerous developing nations acts as if he were a "king in his kingdom." In most cases, the Head teacher holds final all of the professors 'respect his position of power and his ideas. Even when the head teacher's vision is flawed or when the students or the school do not agree with the head teacher's aim, there is typically no anxiety or anger indicated. One of the most serious issues with teacher management in Pakistani schools is that leaders are unwilling to delegate powers and responsibilities, and instructors are unwilling to take the initiative. The willingness and preparedness of head teachers and teachers to alter, according to (Goderya-Shaikh, F. 2012) is a vital component for the success of any sort of change. The whole stakeholder community of educational institutions in Pakistan has an inert attitude.

A style of leadership that works well in one setting may not work well in another. It is likely that a successful plan in one context will fail in another due to socio-cultural norms, or that the same policy will fail because it was developed in a meticulous manner (Walumbwa, F. O., Lawler, J. J., & Avolio, B. J. 2017). As a result, combining leadership behaviors that focus on the job, while also being relational is not impossible in Pakistan progress. It is very crucial for educational leaders in Pakistani educational institutions. He believes that first and foremost, head teachers must be adept in reflection, collaborative culture, and team development. Leadership in Pakistani educational institutions is not well-trained, and it is still a developing concept that has to be explored further, particularly in light of our current political and social context. Numerous studies on the leadership styles of head teachers have been conducted. (Mehmood, T. 2011) Looked into how the leadership style of secondary school principals affected teacher effectiveness in Pakistan's North West Frontier Province of Pakistan (NWFP). (Iqbal, M. 2015) Investigated how the organizational structure, leadership style, and physical facilities affected the performance of Punjab's public and private secondary schools. (Naseer, A.S.,Nasarullah,V.&Ashiq, H. 2014) Investigated the leadership styles of secondary school principals in Pakistan. However, previous research either employed a smaller sample size or examined other aspects in addition to the leadership style of school principals. At the international and national levels, several studies on styles of leadership related to various areas are conducted. However none of the study in Pakistan

has looked into relationship between leadership styles and school discipline, therefore this study aims to address this knowledge and research gap.

Relationship between different Leadership Behaviors of Head Teachers with respect to School Discipline

Transformational leadership and school discipline

According to (Anderson, Leithwood, Louis, and Wahlstrom 2014), transformational leadership styles are most suited for reorganizing a school's operations. The research of numerous scholars, including (Anderson, Leithwood, Louis, and Wahlstrom 2014), supports transformational leadership philosophies. The academic success of students, improved student behavior scores, and school efforts are all attributed by these studies to transformational leadership philosophies. Beyond the academic performance of the pupils, transformational leadership affects the staff and the larger community. Israeli instructors who participated in a study by (Eyal and Roth 2011) that examined transformational leadership found that it was not only linked to burnout but also inspired followers to achieve above and beyond their expectations. They advised using this style of leadership in educational institutions since it can handle problems that learners and other teachers may encounter on a daily basis.

Educational institutions may need to encourage teachers to different roles and continually remind them to be loyal due to the daily advancements in technology, but transformational leadership may make all these changes unnecessary because loyalty is fostered and all participants are involved in managing the different positions in the school (Susilawati, Y., Suhaimi, S., & Noorhapizah, N 2021). In contrast, transformative leadership is regarded as effective in any circumstance or culture, according to (Covey 2014), this type does not list a circumstance in which this leadership is not applicable or successful, but universal applicability does not imply that transformational leadership is also conceivable or equally effective in any circumstance. If a leader can change energy into resources inside an organization, he or she is called to use transformational leadership principles. The resources at question include people, facilities, money, and external organizational elements like the neighborhood, the business community, and the industrial world. According to (Leithwood 2018) transformational leadership is seen as sensitive to the organization's developing, creating a common goal, offering leadership, and creating school culture all required for current school reorganization efforts are essential for current reorganization efforts in schools. According to this quotation, transformational leadership encourages human resources to become more sensitive to organizational growth and development, to develop a shared vision, to distribute authority among leaders, and to create an organizational culture all of which are essential in organizational restructuring plans. (Bakti R Hortono 2022)

H1: Transformational leadership has a significant effect on school discipline.

Transactional leadership and school discipline

(Salim 2012) asserts that transactional leadership and transformational leadership are distinct from one another because transactional leadership necessitates talks and deals with the followers. This is used in schools when teachers involve the student councils in decisions on student disciplinary actions. A transactional leader meets the immediate requirements of his or her followers for as long as the task is completed, in contrast to transformational leadership, which enables the leader to inspire and motivate his or her followers by actively participating in the activities performed by the organization. What you can achieve as an individual is what transactional leadership addresses (Salim 2012). Before selecting a transactional leadership style of leadership in an educational

organization, careful thought must be given because it only works in certain circumstances. For instance, a school with stable leadership that sees few changes in how they manage the school on a daily basis should adopt transactional leadership. Once more, a significant period of time should not be spent using this type of leadership.

A "Carrot and the Stick" strategy is used by the transactional leader, where prizes are given for successfully completing assigned duties but penalties are meted out for failing (Owiti, Bonface O. 2016). According to (Paracha, M. U., Qamar, A., Mirza, A., & Waqas, 2012), transactional leadership involves trade between a leader and the followers. Transactional leaders provide specific tasks to their team members, and they decide whether to reward or discipline them based on performance outcomes (Olayemi 2015). This suggests that a negotiating transaction or reward mechanism underlies the interaction between a leader and the follower. (Flanigan 2012) asserts that rewarding hard workers is a good use of the transactional leadership style. This suggests that the principal can employ a transitional style of leadership to manage students' behavior in a classroom context using a system of consequences and rewards. As a result, the principal would provide tokens, outings, and praise as prizes for good behavior. Bad behavior, on the other hand, results in condemnation or the withholding of tangible benefits.

H2: Transactional leadership has a significant effect on school discipline.

Democratic Leadership and school Discipline

Democratic leadership aims to reach an agreement by working together. (Begley and Zaretsky 2014) Explored how the democratic style of leadership encompasses both the social structure of the community around the school and the manner in which leadership is conducted within it. Everyone, including the pupils, has a voice under democratic leadership in the classroom. Since the kids participate in the decision-making process addressing the same school discipline, this leadership style could have a substantial impact on student behavior (John 2016). But in times of crisis and when quick action is required, this type of leadership is inappropriate. According to research, democratic leadership philosophies take a long time to reach a decision. All choices must be made in accordance with the democratic leadership style, which requires input from all parties. Before making any decisions impacting a student, the school's principal consults with them first in an effort to ensure that every student feels important to the school. This creates a channel of communication that is two-way where students can express their opinions to the principal and receive comments from the principal (Clear 2015). Since everyone involved in the decision-making process is motivated, this leadership style (Mba 2014).

H3: Democratic leadership has a significant effect on school discipline.

Autocratic Leadership and school discipline

In an autocratic principal leadership style, the only person with decision-making authority is the leader. Students and staff are given instructions about what to do as well as how to do it by an autocratic principal (Masitsa 2018). This type of principal doesn't interact with the staff or pupils in order to reach any decisions about the school. Autocratic school heads don't allow their underlings any leadership responsibilities; therefore they are the ones in charge of running the entire institution (Waters, Marzano, & McNulty, 2004). Students and staff are terrified under an autocratic principal's leadership, and as a result, the followers complete the chores assigned to them out of fear of being disciplined. Although this method may result in pupils being highly disciplined, it does not foster a relationship of trust between the students and the principal. However, other research indicates that the apprehension caused by this type of leadership may

cause students to behave out as a coping technique or to avoid facing any sort of punishment from the school's principals.

While an autocratic leadership style, characterized by a leader making decisions independently and exerting strict control may initially seem to promote discipline, it can have potential drawbacks (Caillier 2020). Some potential effects of an autocratic leadership style on school discipline could include:

1. Fear-Based Discipline: Autocratic leaders often rely on strict rules and punishments to maintain discipline. This approach may create a fear-based environment where students comply due to fear of consequences rather than a genuine understanding of appropriate behavior.
2. Limited Ownership and Engagement: Students may feel less ownership and engagement in the disciplinary process when decisions are made solely by the leader (Chukwusa 2018). This may result in reduced motivation and a lack of understanding regarding the rationale behind disciplinary actions.
3. Decreased Communication and Trust: Autocratic leadership may limit open communication and trust between the leader, students, and staff. This can hinder the development of positive relationships and prevent effective collaboration in maintaining discipline (Akor 2014).
4. Lack of Individualization: Autocratic leaders may employ a one-size-fits-all approach to discipline, which may not address the specific needs and circumstances of individual students. This approach may be less effective in addressing the underlying causes of disciplinary issues and promoting long-term behavioral changes.

H4: Autocratic leadership has no significant effect on school discipline.
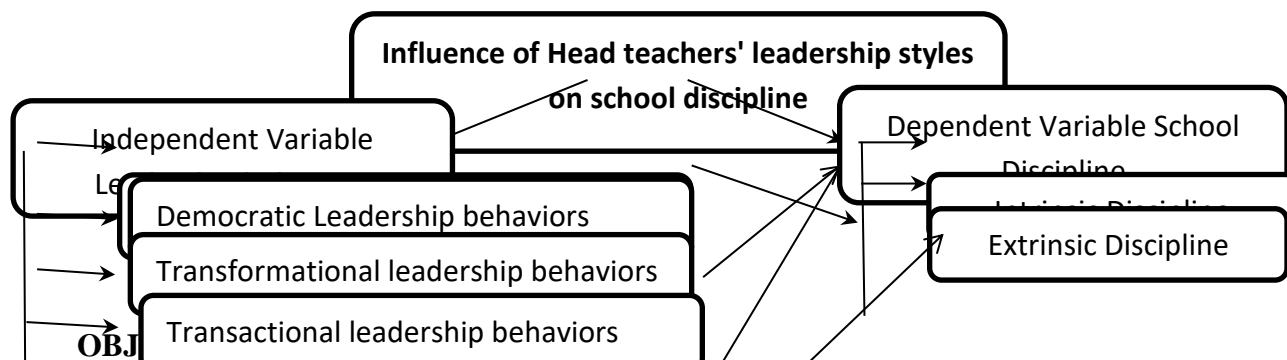
Theoretical Framework

The Path-Goal Theory of Leadership was used to guide this research. The approach is focused on defining a leader's style or behavior in order to attain a goal that is appropriate for the employee and work environment (House, 2015 in Clerk, 2013). It is focused on Vroom's (1964) expectancy theory, that claims that a person's behavior depends on the likelihood that they will experience a particular event and how desirable they find that outcome to be (Clerk, 2013). It means that pupils can be persuaded to act in a certain way if they are convinced that doing so will bring value to their lives, such as passing tests.

The idea can be thought of as a procedure by which leaders decide on specific actions that are the most suitable for the requirements of their team members and the workplace in order to support them in reaching their goals (Clerk, 2013). The following basic steps are highlighted in the theory: Choose a leadership style, identify personnel and contextual characteristics, and concentrate on motivational elements that will help staff achieve their objectives.

This means that in order for schools to attain excellent discipline, leaders must provide guidance in the form of objectives and how to get there. This is why most schools strive to generate people who are responsible and disciplined. The head teachers have to provide instructions in order for this to happen. Strong leader is a result of the relationship between a leader's actions and unpredictable or situational factors such as the characteristics of their followers and the external environment, according to the path-goal theory. Employee attitudes and behavior are influenced by these contingency elements, which interact with leader behavior. Numerous factors may have an impact on the attitudes and actions of employees (Okumbe, 2018) this implies that the Head

teacher can influence the attitude and behavior of students by interacting with situational aspects in the school environment.

Research Framework

Influence of Head teachers' leadership styles on school discipline

Independent Variable

Democratic Leadership behaviors

Transformational leadership behaviors

Transactional leadership behaviors

Dependent Variable School Discipline

Extrinsic Discipline

OBJ

The following are the objectives of the study:

To investigate about the type of leadership styles practiced by head teachers of public secondary schools in Lahore.

To ascertain the link between the head teacher's leadership style and school discipline in public secondary schools in Lahore.

To make some recommendation's to inform policy and improve the performance of school discipline.

2.1 THE STUDY'S LIMITATIONS

The research focused on Punjab's public secondary schools. The study was also limited to: Public secondary schools for girls in Lahore. It was also limited to the impact of head teachers' leadership styles on students' discipline. Teacher's and head teachers of public secondary schools of Lahore.

2.2 RESEARCH METHOD

Given the study was based on recent events, descriptive research and survey methodologies were employed. In the survey method, the researcher adopts a tool questionnaire for teachers and head teachers to collect data. The study was limited to only public secondary schools (both gender) of Lahore. The whole of Lahore was the population of this research, thus total 1,219 male and female public secondary schools were working in this district, and we took data from head teachers of girl's public secondary schools. Multi-stage random sampling technique was used to select the sample. In this way, three towns of Lahore were selected (Iqbal Town, Nishtar Town, and Gulberg Town) out of total nine towns. Two hundred thirty-one secondary school teachers were chosen on the next step from 27 secondary schools of the Lahore towns as sample of the study.

2.3 DEVELOPMENT AND VALIDATION OF RESEARCH INSTRUMENT

The researcher adopted a questionnaire from author (Owiti, Bonface O. 2016), whose tool was related to leadership styles of head teachers, from Kikuyu sub country, Kenya. Researcher got access by the help of email and do collect data using that tool. The questionnaire comprised four types of leadership styles i.e. autocratic, democratic, transactional, and transformational. The questionnaire was on a five-point Likert scale (never, rarely, sometimes, often, and always) having fifty-eight close-ended items. Before data collection, for the validation of research instrument it was shared with four leadership experts and based on their feedback, it was updated. Moreover, to

ensure the reliability of research instrument, the Cronbach coefficient was computed. Where its alpha score was 0.96, which was considered trustworthy for data collection.

2.4 DATA COLLECTION

This study used structured questionnaire to assess the secondary school leadership styles in Lahore. A total of 231 secondary school teachers from 27 secondary schools in the Lahore were chosen to participate in the study. The participants' participation response rate was 90% that was encouraging.

2.5 DATA ANALYSIS

The SPSS Version 22 was used for data analysis. Correlation, t-test, and regression analytical techniques were applied to investigate the impact of head teachers' leadership styles on classroom management.

3. Results

The association matrix for the study's variables, including the function of leadership behaviors and their impact on school discipline, is shown in Table 1. Data indicate a positive correlation between the role of leadership style of head teachers and the impact of school discipline $r (195) = .93, p < .01$.

Table1: Influence of leadership styles of head teachers on school discipline at secondary level, district Lahore Punjab.

	Leadership Behavior of head teachers	School Discipline
Leadership Behavior of head teachers	-	
School Discipline	.93**	-

It has been determined that a moderate correlation exists where the independent variable (school discipline score) accounted for R.932's R2 value of: .868 explaining 86.8% of the variance in the dependent variable (leadership behavior score with standard deviation 5.875 (Table 2). A significant regression was determined (p<.000) when both measured on scaled scores, leadership behavior = 150.525+.607 (student discipline score). It has been found that the increase in leadership behavior, school discipline increased by.607 units for every unit. The significance of the (B) coefficient magnitude of.607 was shown by the variable coefficient t-statistic of 35.8525, which had a significant value of p<.000.

Table2: Influence of leadership styles of head teachers on school discipline at secondary level, district Lahore Punjab.

	School Discipline			*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*	*t*	*Sig.*
Leadership Behavior	*Unstandardized Coefficients B*	*Std. Error SE*	*Standardized Coefficients B*						
	150.525	2.014		.932ᵃ	.868	.867	5.875	74.740	.000
	.607	.017	.932					35.825	.000

Table 3 shows that the leadership behavior is getting better or bad with the school discipline. The percentage (%) is calculated upward across comparison between variables which shows a positive

relationship. There is extremely significant relationship of head teachers' leadership style and school discipline p<.001.

Table3: Influence of leadership styles of head teachers on school discipline at secondary level, district Lahore Punjab.

School Discipline				
Leadership behaviors	Bad school discipline	Average school discipline	Better school discipline	*P-Value*
Better leadership behavior	33%	35%	42%	**.000** *
Average leadership behavior	29%	39%	24%	**.000** *
Bad leadership behavior	38%	26%	34%	**.000***
Total	*100.0%*	*100.0%*	*100.0%*	

4. DISCUSSION

The study's goal was to examine how leadership styles used by head teachers affected student behaviors. Four different leadership styles autocratic, democratic, transactional, and transformational were investigated in order to gauge how they affected intrinsic and extrinsic discipline. It appears that the outcomes of democratic, transactional, and transformational leadership methods are each worthwhile in their own right. On the other hand, authoritarian leadership has no substantial effect on intrinsic school discipline in secondary schools. Transformational, transactional, and democratic leadership approaches considerably influence the intrinsic school discipline. According to (Yusuf, A. F. 2012) the leadership styles of administrators have significant impact on the academic achievement of secondary school students. The findings show that the democratic leadership styles of school administrators have a significant impact on student performance and environment. Similarly (Voon, M. L., Lo, M. C., Ngui, K.S. and Ayob N.B. 2011) discovered a relationship between leadership styles and worker satisfaction in Malaysian public sector organizations. In light of this research, a direct association between leadership styles and worker productivity as well as organizational discipline for efficient business operations was discovered. The study's findings suggest that head teachers' democratic, transformational, and transactional leadership styles have an impact on extrinsic school discipline. The value of authoritative leadership approaches reveals that the authoritative approach has no significant impact on the extrinsic discipline of the school. In contrast, democratic, transactional, and transformational leadership approaches of secondary school teachers have a great influence on extrinsic school discipline. (Thamrin, H. M. 2012) carried out a global survey to better understand the impact of transformational leadership and commitment to the business on job satisfaction and worker performance. According to the study, a leader's leadership style has an impact on both organizational discipline and employee performance. Previous literature also supports this study's findings that head teachers' leadership styles influence the extrinsic school discipline. (Cunningham, W. G., & Cordeiro, P. A. 2013) Asserted that a leader's leadership style has a substantial effect on the organization, and its employees' productivity, job satisfaction, dedication, and discipline.

The results of the secondary-level study on the impact of head teachers' leadership strategies on school discipline show that model fit is significant. According to the value β= 0.60, a one-unit increase in the independent variable (leadership styles) causes a 60% increase in the dependent variable (school discipline). It implies that the leadership styles of head teachers have a substantial impact on Lahore secondary school discipline. According to the research, the majority of head teachers used democratic and transactional leadership techniques in the classroom to ensure that everything worked smoothly. The study's findings show that democratic leadership approach has a high rank, followed by transactional and transformational leadership approach has the second highest rank, and autocratic leadership approach has the lowest rank when it comes to the leadership styles of the head teachers working in public secondary schools. The findings of this study are supported by the literature as well. Research on leadership styles and their impact on discipline at the primary level were conducted by (Mugambwa, J., Naggayi, B. S., & Namubiru, B. 2020) in Uganda show that head teachers' leadership styles have a significant impact on school discipline.

(Ikube, E., 2004. 2014) Conceptualized a study on the impact of head teachers' leadership styles on student behavior at secondary schools in Kampala. The findings indicate that discipline is significantly influenced by the head teachers' styles of leadership. The results of this research also demonstrated that the leadership styles of head teachers at a particular government-aided high school had a significant impact on school discipline.

CONCLUSION

Discipline among students is influenced by the head teachers' leadership styles. According to the path-goal theory of leadership, head teachers should change their leadership styles when the situation required it. Consequently, school administration ought to be supported. Democratic leadership is moderately accomplished since the head teachers sometimes permit the students to choose their own leaders, and occasionally discuss with students on disciplinary matters.

Transactional leadership is practiced a little bit through head teachers of secondary schools in Punjab district Lahore since the head teachers: occasionally advocate the usage of uniform methods when dealing with disciplinary matters, periodically penalize students who deviate from school values by refusing them the opportunity to go on school tours, and occasionally praise students for adequate behavior and/or enhanced discipline.

Head teachers employ a variety of transformational leadership styles. These involve charismatic leadership as the head teachers act as role models, and also express personalized thoughtfulness by paying attention to the demands and capabilities of each student and creating an environment where individual perspectives are respected.

A limited extent of authoritarian leadership is used because the majority of head teachers place a strong emphasis on closely monitoring the students. While the further features that have a negative influence on students' discipline are hardly used.

RECOMMENDATIONS

When adopting disciplinary measures and rules, head teachers and instructors should avoid authoritarian leadership behaviors, which may always be preventative, never punitive, and only secondarily corrective. Interpersonal conflict is an inevitable and natural part of human contact. The head teacher should anticipate disagreement and be able to manage it effectively. Disruptive

kids should be punished in a positive way such as loss of freedoms, practical duties; extra homework, standing against a wall, etc. are some examples.

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