

Analysis of Different Management Styles of Head Teachers in Public Schools of District Faisalabad

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Abstract

The management of schools is playing vital role for effective learning process for provision of quality of education, therefore, a number of schools are serving in the country. However, to run the schools in manner able way, the head teachers have been appointed in the schools with the core responsibilities. Further, the Head Teachers are using different techniques to run the school administration, management and school affairs. Moreover, the Head Teachers having different management styles which needs to work for the purpose of research work with the detailed analysis. The Head teachers during management of school faced a number of issues and problems, therefore, the Head Teacher used different management styles and ways to overcome the raised issued and problems for smooth functioning of schools. The population of the study was public schools head teachers of Faisalabad district. The sample was selected through multistage sampling technique. And finally, the sample was taken from 7 public schools of Tehsil Samundri district Faisalabad. From each school, one teacher and head teacher were selected for data collection by purposive sampling technique and data analyzed through descriptive statistics frequency, mean and percentage tests applied. Finding of the study, the Leadership roles played vital role in the operational, administrative, academic achievement and quality of education matters of school for head teachers. The leadership also played effective role for the school improvement. The head teachers of public schools should follow effective leadership and management styles for smooth functioning of schools and learning process.

Keywords: School management, Administration, Quality education, Head teachers, management styles.

1. Introduction

The management of schools is playing vital role for effective learning process for provision of quality of education, therefore, a number of schools are serving in the country. However, to run the schools in manner able way, the head teachers have been appointed in the schools with the core responsibilities. Further, the Head Teachers using different techniques to run the school administration, management and school affairs. Moreover, the Head Teachers having different

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management styles which need to work for the purpose of research work with the detailed analysis. The Head teachers during management of school faced a number of issues and problems, therefore, the Head Teacher used different management styles and ways to overcome the raised issues and problems for smooth functioning of schools. It is therefore, the researchers opted this topic with the consultation and deliberations of the group members to unveil or unearth these different management styles with the core work on the topic so that these may be identified and categorized. It is most important to go through under this topic using all required research tools, data, collection, analysis etc. It is pertinent to mention here that this topic revealed the importance and its consequences results. However, the impacts of this topic would be reviewed with the length of research work. We hope that we would work hard and conclude the impacts that may be differ in the light of topic.

The head teacher is imperative individual in school the board. All school exercises like, educational programs, organization, and scholastic and comparing work, human relations and co-educational modules are directed by him. He can prepare all human and material sources (Oplatka, 2004; Tondeour et al., 2019). As indicated by Leithwood et al. (1999), when head-Teacher is acutely intrigued to accomplish school Learning Outcome, at that point he/she is driving, rousing, adulating and organizing with teachers. The schools are performing great outcomes. It is along these lines obvious head teachers having great administration and driving characteristics produce better outcomes. Tariq et al. (2012) recommended that just those people ought to be named head teachers, who have obvious vision, knowledge and understanding. They ought to have the boldness to impart their plans to other partners for example teachers, Parents and Students.

2. Objectives of the Study

The main objectives of the study were to

- a. To identify competencies regarding coordinating various activities to complete managerial tasks.
- b. To identify the administrative behavior of Headmasters/Head Teachers.
- c. To verify time management activity.
- d. To identify behavioral coordination with other staff.

3. Review of Related Literature

One comparative study was conducted on effectiveness of well-trained head teachers and untrained teachers. The results showed that the trained teachers having good managerial skills as compare to untrained head teachers (Godwin & Kabeta, 2019). Management skills play an important rule for the progress of any institute or school. As we know that our many public and private schools have less trained low educated head teachers so they cannot perform the duties very well so there is a need to trained the head teacher so that they can supervise the whole activities of the school and increase the literacy level of Pakistan. The good management skills lead to produce good leadership. The good management and leadership skills also played vital role in the progress of an organization and target achievements and also make it credible position among the its competitors. In the vice versa situation poor management skills also affect leadership styles. The weak leadership also effects the organizational position among the competitors (Adeyemi, 2010).

According to George R. Terry, (1877-1955) defined the management as "Management is a unique and distinctive process consisting of organizing, planning, controlling; utilizing and actuating

in each art of science. Management also played effective role for achieving organizational objectives and goals". The management is an organ which played effective role for smooth functioning of school or business. The good managers deal with their subordinates or workers effectively for achievement of organizational goals in good way in available time and resources. The management is an art to do things by others and achieved goals (Aacha, 2010; Ali, 2011). The management means to do the things in best way in minimum available time and resources efficiently and effectively. The management according to Taylor, consisted of following elements: organizing, staffing, planning, leading, controlling and directing. The management is effort to accomplished organizational goals in effective way. The management also deals with human resources, financial, IT resources etc. (Chafwa, 2012; Bush, 2003; Bolman & Deal, 1997).

3.1. Role of Manager

Chief is a pioneer and manager of complete monetary unit and is in charge of all exercises of unit like generation producer yet additionally allots obligations and duties of different individuals from unit. Greenberg & Baron (1977) classifies directors in to three gatherings like help faculty, masters and choices creators. Help staff are the individual who assemble stores and record all data. Masters are in charge of work of association. They oversee all exercises and screen change and readiness of association. Third classification are of chiefs, they set objectives and pick the way to accomplish them (Brandt, 2003; Leithwood et al., 1999). With the progression of time job of an administrator was changed in light of the fact that objectives, requests and exercises were being changed. Before, director was just connected among laborers and proprietor. Despite the fact that he tuned in to worker's requests however he was not keen on taking care of their issues. Boss' real needs were work, order and creation.

As organization created supervisor turned out to be increasingly approved and absolutist in style. At that point there was unrest in supervisor exercises in light of inside and outside elements of organization. Inside changes happened because of innovation advancement. Chief required skillful master specialist. These specialists requested opportunity in real life and just administration style. Outer changes likewise happened on account of consciousness of work rules among subordinates. Presently undertakings had felt the laborer's needs and their inspiration. This brought forth conduct hypothesis (Cheng, 1996).

Presently, multi day Management idea is changed. Laborers are not being viewed as substandard. Administrators are not attempting to control and control them. Chiefs keep up their amount and nature of creation through great associations with laborers (Chishimba, 1999). Association requests different jobs and employments from the director, therefore, he is the main extension among boss and representatives (Raju, 2018). He needs to plane, sort out, oversee, and direct all exercises to increase hierarchical objectives. Raju (2018) classifies the activity of a director into three noteworthy territories relational relations, data procedure, and basic leadership process. A Manager's first commitment is to make authoritative condition solid, serene and neighborly.

3.2. Head Teacher as a Manager

There is extraordinary desire from school the board and school officials to accomplish instruction targets through the use of proper administration guideline and abilities. Presently multi day compelling administration is considerably more requested than any time in recent memory (Gronn, 2002). It is the superintendent's urgent duty is to appoint the executive obligations in school. In this way, by and large administration hovers around the dean's execution.

The level of powerful administration relies upon director's work with and through teachers. The director's vision, moral help, empowering inspiration and different commitments are charging teachers as well as provide guidance and capacities to perform (Dimmock, 1999; Fullan, 2005).

In characterizing head teacher as school administrator, commitment required like visionary, inventive, understanding, amiable, appreciate great connection with teachers and high choice power alongside learning the board aptitudes due to his authority position. The effect of director the executive's aptitudes on school conduct is extremely solid because of noteworthiness position in basic leadership process (Bass, 1985).

3.3. School Management

Instructive Management in optional schools suggests the board standards and their applications in association and organization of schools' exercises, usage of assets so as to accomplish instructive objectives. School the executives intends to set objectives in the light of instructive destinations. At that point all school individuals attempt their best to accomplish their objectives by the utilization of all school assets and diverse exercises (Adeyemi, 2006; Cheng, 1996).

A formal board of trustees comprises of Head teacher, guardians, teachers, a few understudies and network to settle on the choice in the welfare of the understudies. This advisory group is government delegates for school the executives

3.4. Functions of Management

Actions or activities required to perform a particular role are called functions. So the group of activities and actions that define the different role of managers in social setting are called the functions of management (Aacha, 2010 & Adeyemi & Adu, 2013). Effective management is creative, problem solving, and goal orientated. It consists of five basic functions like planning, organizing, and leading, controlling and staffing. Henri Fayol (1916) was the pioneer to describe management function in his book "administration industrials General". Fayol (1916) also forced on generalization and consistence of these functions. These functions categorize knowledge of management process into different categories; fundamental management text has been in studies in functional framework since 1950 (Dickson et al., 2003).

Planning

Planning is cognitive, intellectual as well as practical process. It is goals orientated in future. Planning helps to anticipate the problems and reduce the uncertainty. An organization can plan the best activities and necessary resources to carry out these activities through planning. Major adventures of planning are improvement in performance, easy to motivate the worker and ensure to coordinate action (Geijsel et al., 1999).

In all types of organizations, before starts an organizer's work has some questions. What, who, how, when, it is to be done. To answer all these questions decision is made. Set of decisions, before starting a process, is called planning. It is an imaginative and intellectual work before doing. Planning is essential because it affects performance. It puts its attention on objectives and to facilitate control, anticipate problem and reduce tension (Bush, 2003).

Organizing

The second function of management is organizing. It includes physical and human resources and

develop organizational structure. The coordination of efforts and material resources are carried out in a framework. This framework involves chain of command, decision making process and design of individual jobs. The graphic representation of this framework is called organizational structure. Decisions are about nature of job, responsibilities, duties and principle about duties are decided in this step (Morgan, 1997).

Directing

Human resources are the main source who turns the planning into reality. Manager can organize the best plan into reality with their employee cooperation. The process of dealing, relationship, and mutual understanding and organizational behavior is called directing. It is important component of management which demands proper motivational environment. Directing is an act of guiding, motivating and leading people (Aacha, 2010).

Staffing

Subsequently when a manager foresees the limitation of his need he decides to make it up by giving the opportunities to develop workers. In a large organization, the manager usually works with the department of human resources to fulfil this target. A manager in a large organization he often works with the human resources department to fulfill this goal. Staffing is a basic step which enables the organization to get good results staffing need more expertise because it is necessary for success to assign a work to the exact people which complete the work with his best efforts (Ali, 2011; Southworth, 2002).

Controlling;

In place of other articles his job is not eradicated. He checks result against destination and take right actions compulsory to make sure that his thinking, ideas remained on tracks. They perform these functions at all levels, but the total time he devotes to each one of these depends upon both the particular organization and the level of administration. It is a fact that in every organization, all managers working at any level execute these functions, but the time spent on different functions may rely upon the specific organization (Ampaire & Namusonge, 2015).

Coordinating

It means creating whole the employees combined by able and taking relationship, moreover, giving them opportunity to feel relax to freely express their issues and thoughts (Bush, 2003).

Reporting

It is the responsibility of the manager to get updated information about all to continue the task, and it's also the concern of the manager to update the higher authority about the current status. Whereas the other employees are restricted to report about their progress to the manager in detail (Bush, 2003).

Budgeting

A task needs has to be fruitful, cost effective and should be accomplished in the limited specified time. He should make sure that the whole capitalized amount in the particular project does not proceed budget. In terms of imbalance, it has to be informed to the administration by the budgeting manager. For example – If the budget authorizes to keep five employees, then ten employees could not be hired for that task (Bennell & Akyeampong, 2007; Basu, 1994).

3.5. Different styles of leadership;

According to Bennett et al. (2003), the ethics in which the leader plays the roles and allows the issues of organization is sent to as his or her guidance style. Therefore, the leadership is the way a person rights.

Authoritarian or Autocratic Leadership Style

In autocratic or authoritarian style, there are many abnormalities. They are responsible, preacher, hidden and open authoritarians. Among all the authoritarians, it is a common practice they always want to be in the center of power ancillaries. They want to keep all matters under their control. They limit their goals on the basis of their own reflections and personal experiences. Average authoritarians do not believe in deception for their own personal interests. Rather they present themselves as role models and best in their work and intentions. Occasionally they might be unrealized as a result of personalized and compressed vision.

They ensure their preachers to be reliable in terms of performance and ideas. They try to fur their proficient weakness and manipulates the power given them by their office. Moreover, they keep on checking and criticize the weakness and faults in their preachers and generate issues among them. Commonly authority controls warming and refusal (Chung, 1988; Conger & Kanungo, 1998).

Democratic or Participative Leadership Style

Democratic leadership style commonly paves the way for excellent development due to cooperative styles of workers at a place of works. Some public leaders are in the positions of discussing and pondering the final opinion by themselves. They observe themselves as team rulers and are ready to let others. They are in the favor of broad vision and emphasize the cooperative approach of decision making. They welcome the suggestions for change (Bolden, 2004).

Laissez Faire Leadership Style

It is opposite to the autocratic style. The leader provides freedom and allow the employees to take pleasure. This style is fit for when he is enabled to make the power of decision to their employees. Juniors are well-wishers to employees. In this sense subordinates are well competent and knowledge able in their goals and objectives. If it creates disturbance and disorder in decision making power though it would be wrong to assume. The leaders are however strictly divided in different forms, these mostly in grey are in grey areas (Burns, 1978).

Transformational leadership

The flip. Flop guidance style is same to the coach style, which describes on vivid communication goal purpose and employees' persuasion. Therefore, in place of majority of the energy was in each employee's individual goals. Because the changeover leadership is led by an agreement to specific purposes (Ali, 2011).

Strategic Leadership

Strategic leadership remains in the circle between a company's main works and its developed opportunities. He or she admits the accountability of decision-making interest. The current working conditions become strong for everyone. This is a highly respected to how many people they can assist promptly. And what the best instructions for the company, if everyone is achieving his way at all (Levacic, 1995).

Coach-Style Leadership

Coach-style leadership concentrates on identifying and breeding a man's power. It focuses how strategically power and enable the team work better this method shows strong resemblance and democratic leadership. It was emphasis on the growth and the key to success of a man (Bush, 2003).

4. Research Methodology

The descriptive and survey research design was used in this study. The study was quantitative by method.

Population

The population of the study was teachers and head teachers of public schools of district Faisalabad have been selected.

Sample

The seven head Teacher and seven teachers from public sector schools have been selected through multistage sampling technique.

Sampling Technique

The multistage sampling technique was used in this study for data collection. At first stage, tehsil *Samundri* was randomly selected (lottery method) among six tehsils of district Faisalabad. At second stage, UC -22 tehsil *Samundri* was selected conveniently. At third stage, the seven teachers and seven head teachers (each school one teacher and head teacher) from seven public schools were selected purposive sampling technique.

Tools of Research

A questionnaire was developed by the researchers. The self-developed questionnaire was used for data collection of this quantitative study. The reliability of tool was ensured with Cronbach alpha (value 0.959).

Data Collection

The questionnaire was administered by the researchers in all the public schools head teachers and teachers of selected areas of UC-122 Tehsil Samundri district Faisalabad from getting prior permission from concerned respondents. The questionnaires were collected from the concerned respondents after given sufficient time.

5. Results

The descriptive statistics was applied for data analysis in this study after manipulating with missing values and wrong entries in data file. The tests for data analysis were used Mean, Standard Deviation, Percentage and Frequency. The results of tests score interpreted.

Frequencies, ranges, means by simple percentage tests were used To gather demographic variables of respondents the researchers were collected the data on the base gender of teachers. The results are given below.

Table 1

Descriptive Statistics demographic variables wise

Variables	Type	Frequency	Percentage
Gender	Male	9	64
	Female	5	36
	Total	14	100
Age	21-30	7	50
	31-40	4	29
	41-50	2	14
	51-60	1	7
	Total	14	100
Teaching Experience	1-10 years	83	83
	11-20 years	12	12
	3-5 years	10	71
	6- 10 years	3	22
	11 -15 years	1	7
	Total	14	100
Education	16 years	12	86
	18 years	2	14
	Total	14	100

Table 1 shows the gender, age, teaching experience and education of the respondents. A total of 14 teachers participated in the study and 9 were male and 5 were female. 7 respondents are those whose age lying in between 21 to 30 years. 2 are those whose age is lying in between 31 to 40 years. 2 respondent's age lying in between 41 years to 50 years. Age of respondent lies in between 51 years to sixty years. 83% respondents having 16 years of Education. 14% of respondents having 18 years of Education.

Table 2.

Democratic Leadership

When all the teachers make the decisions together it has a positive influence on the school.

Option	Frequency	Percentage	Mean
Strongly Disagree	1	7	3.72
Disagree	1	7	
Neutral	0	0	
Agree	4	29	
Strongly Agree	8	57	

Table 2 indicates that the statement “When all the teachers make the decisions together it has a positive influence on the school.” (M= 3.72,) and 7% of responses are “strongly disagree”, 7% of responses are “disagree”, 0% of responses are “neutral”, 29% of responses are “agree” and 57% of responses are “strongly agree”. Maximum teachers “strongly agree” with this statement.

Table 3

It takes a lot of time for all the teachers to make the final decision.

Option	Frequency	Percentage	Mean
Strongly Disagree	2	14	
Disagree	2	14	
Neutral	1	7	3.54
Agree	4	28	
Strongly Agree	5	36	

Table 3 reflects that the statement “It takes a lot of time for all the teachers to make the final decision.” (M= 3.54,) and 14% of responses are “strongly disagree”, 14% of responses are “disagree”, 7% of responses are “neutral”, 28% of responses are “agree” and 36% of responses are “strongly agree”. Maximum teachers “strongly agree” with this statement.

Table 4

Autocratic Leadership

Head Teacher can make better decisions because they have more experience.

Option	Frequency	Percentage	Mean
Strongly Disagree	1	7	
Disagree	4	28	
Neutral	0	0	3.49
Agree	3	22	
Strongly Agree	6	43	

Table 4 displays that the statement “Head Teacher can make better decisions because they have more experience.” (M= 3.49,) and 7% of responses are “strongly disagree”, 28 % of responses are “disagree”, 0% of responses are “neutral”, 22% of responses are “agree” and 43 % of responses are “strongly agree”. Maximum teachers “strongly agree” with this statement.

Table 5

Head Teachers should ask the opinion of the staff before implementing any decision.

Option	Frequency	Percentage	Mean
Strongly Disagree	0	0	
Disagree	1	7	
Neutral	1	7	3.83
Agree	3	22	
Strongly Agree	9	64	

Table 5 illustrates that the statement “Head Teachers should ask the opinion of the staff before implementing any decision” (M= 3.83,) and 0% of responses are “strongly disagree”, 7% of responses are “disagree”, 7% of responses are “neutral”, 22% of responses are “agree” and 64% of responses are “strongly agree”. Maximum teachers “strongly agree” with this statement.

Table 6

A sole head teacher can lead the institute to a good direction.

Option	Frequency	Percentage	Mean
Strongly Disagree	2	14	3.55
Disagree	2	14	
Neutral	2	14	
Agree	3	22	
Strongly Agree	5	36	

Table 4.6 shows that the statement “A sole head teacher can lead the institute to a good direction.” (M= 3.55,) and 14% of responses are “strongly disagree”, 14% of responses are “disagree”, 14% of responses are “neutral”, 22% of responses are “agree” and 36% of responses are “strongly agree”. Maximum teachers “strongly agree” with this statement.

Table 7

Laissez Faire Leadership

Head teacher should involve other teachers in decision making.

Option	Frequency	Percentage	Mean
Strongly Disagree	2	14	3.77
Disagree	2	14	
Neutral	1	07	
Agree	4	29	
Strongly Agree	5	36	

Table 7 indicates that the statement “Head teacher should involve other teachers in decision making.” (M= 3.77,) and 14% of responses are “strongly disagree”, 14% of responses are “disagree”, 7% of responses are “neutral”, 29% of responses are “agree” and 36% of responses are “strongly agree”. Maximum teachers “strongly agree” with this statement

Table 8

Head teachers should ask the opinion of the more knowledgeable teacher

Option	Frequency	Percentage	Mean	SD
Strongly Disagree	1	7	3.91	1.415
Disagree	1	7		
Neutral	0	0		
Agree	8	57		
Strongly Agree	4	27		

Table 8 reflects that the statement “Head teachers should ask the opinion of the more knowledgeable teacher.” (M= 3.91, SD=) and 7% of responses are “strongly disagree”, 7% of responses are “disagree”, 0% of responses are “neutral”, 57% of responses are “agree” and 27 % of responses are “strongly agree”. Maximum teachers “strongly agree” with this statement.

6. Discussion

Bush, T. (2003) in his study reflected the democratic leadership style commonly used by head teachers. It also paved the way for outstanding development due to supportive styles of workers at a place of works. Some public leaders are in the positions of discussing and pondering the final opinion by themselves. They observe themselves as team rulers and are ready to let others. They are in the favor of broad vision and emphasize the cooperative approach of decision making. They welcome the suggestions for change. In same way the results of this study supported democratic style was mostly liked leadership style by head teachers and teachers. One another research study indicated that the effective management style was creative, problem solving, and goal orientated. It consists of five basic functions like planning, organizing, and leading, controlling and staffing. The results of this study also reflected that the effective management style played vital role in the smooth functioning of schools. One another study Tariq et al. (2012) recommended that just those people ought to be named head teachers, who have obvious vision, knowledge and understanding. They ought to have the boldness to impart their plans to other partners for example teachers, Parents and Students.

7. Conclusion of study

It was concluded that most of the head teachers used democratic leadership style in the school for smooth functioning and administrative matters and academic goals of schools. The result also showed that, the very few numbers of head teachers used autocratic and laissez-faire leadership styles. It also indicated that the most effective leadership style in schools used which was influenced absolutely well of school staff performance was democratic style. The democratic leadership style was highly effective in smooth functioning of schools. The democratic style also helpful in developing interpersonal relationship and their positive involvement in affairs of schools gave better results. It was also concluded that the most effective management style of head teacher which was used six leadership style. It was also helpful for head teachers.

It was concluded that the employs or teachers feel comfortable environment and what kind of leadership style make the environment comfortable for teachers. It was established that the teacher morale can be enhanced and institute grows rapidly.

Moreover, it was concluded that the experienced point of views for using different leadership styles. The best management style from Autocratic, Democratic, transformational leadership style, laissez faire leadership style, Coach style and strategic leadership style. 28 %percent teachers vote the democratic leadership style, and 22% percent teachers vote the autocratic leadership style, 5% percent teachers vote the laissez faire leadership style, 17% percent teachers vote the transformational leadership style, 8% percent teachers vote the strategic leadership style and 20 %percent teachers vote the Coach style leadership style.

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