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A STUDY OF PERFORMANCE OF LEADERSHIP STYLES OF SELECTED HEADS AND PROMOTED HEADS IN SECONDARY SCHOOLS OF DISTRICT SARGODHA- PAKISTAN

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ABSTRACT

The study's main purpose was to analyse the impact of leadership styles of selected heads and promoted heads in the secondary schools of District Sargodha. This study also explored the relationship between leadership styles and student performance and the problems faced by secondary school heads while using these leadership styles. An independent sample T-Test was conducted to compare scores of annual matric results of selected heads and promoted heads. The research design was quantitative in nature and the researcher conducted a survey to collect data. A five-point Likert scale questionnaire was used to collect data. The targeted population was the 302 secondary schools of District Sargodha. The researcher used random sampling techniques for data collection. The total number of selected schools was 96 schools. The results were examined by frequency distribution, percentage of scores, correlation, mean and independent sample T-Test. Statistical Package for Social Sciences (SPSS) was used for data analysis. Based on the results, the study described that most of the selected heads used using autocratic style and promoted heads used the democratic style. Less than half of the selected heads used democratic, and less than half of the promoted heads were using a Laissez-Faire style. There was a positive correlation between autocratic style, democratic style and student performance as well as found a negative correlation between Laissez-Faire style and student performance. Based on the results drawn from the independent sample T-Test found that there was a significant difference between annual matric results of selected heads and promoted heads. It was concluded that selected heads were using autocratic leadership style and got better student results than promoted heads. Hence, it is recommended that the heads be more flexible in adopting appropriate leadership styles to create collaborative working environments with higher levels of commitment, motivation, facilitating higher productivity and increased student achievements. This study suggested training must be given to heads about modern technology utilization.

Keywords: School performance; Promoted heads; Selected heads; Secondary school; Pakistan.

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INTRODUCTION

The foundation of the study was on researcher's fieldwork supported in the area of education regarding educational institutes in both urban and suburban areas of the District Sargodha. The purpose of the study was to highlight various styles of leadership adopted by selected heads versus promoted heads and the impact of leadership styles on student performance as well as the relationship between selected heads versus promoted with student performance. The study also examined the problems and challenges faced by school leadership. In terms of school leadership, the role of school heads as a leader is vital to overwhelming the many prevailing problems, improving the school capability, refining teacher competencies, and giving a more conducive situation for teaching and learning. The journey of leadership literature begins with a set of readings that help to define leadership. The ancient Greeks, Egyptians, and Chinese gave some of the characteristics possessed by the leader (Newstrom, 2011). For example, in

Taoism leader is best when people hardly know he exists, when his purpose is done, his goal achieved, they will say we accomplished it. According to Greek, leaders possess integrity and justice, vision and guidance, insight and innovative, and courage and politicking (Newstrom, 2011).

Bass (1990) gave the following definition of leadership. Leadership is a relationship between two or more members of group that often includes organizing and the opinions and hopes of the members (Bass, 2008). Leadership is a role within the pattern of associations and is well-defined by mutual expectations between members and the leader (Bass, 2008). To many, leaders are not innate but made. It is gradually acknowledged, however, that for becoming a noble leader, an individual should have the know-how, awareness, assurance, tolerance, and prominently skill to discuss and work with others to get purposes. Good leaders are made, not innate. Noble leadership is established through a continuous process of self-actualization, education, preparation, and the addition of appropriate knowledge (Bass, 2008).

Leadership includes accountability aimed at accomplishing specific conclusions by applying accessible means (human and material) and confirming a consistent as well as intelligible organization in the development (Ololube, 2013). The significant element of the management principal has two main responsibilities, managing and controlling the participation of teachers in the teaching procedure and learning. The principal's responsibility is to organize everything in school. The effectiveness is determined by the competency of school management; skill, character, collaboration with participants (Hallinger, 1998). For Bryk principal is responsible for making the difference between changing in success and changing in failure (Fullan, 2001).

Goleman describes that the principal need to use some leadership styles subject to the situation (Fullan, 2004). According to Goleman emotional intelligence is a leader's capacity to accomplish himself and his connection relative to the four emotional competencies of self-consciousness, self-organization, social-attentiveness, and social skill.

In the past, he joined the five essentials of emotional intelligence and itemized six leadership styles:

1. Authoritarian: the leader activates people in the direction of a visualization "Come with me".
2. Affiliative: the leader generates coordination and constructs emotional connections "People come first".
3. Coaching: the leader improves people for the upcoming "Try this".
4. Democratic: the leader establishes harmony through contribution "How do you?".
5. Coercive: the leader stresses obedience. "Do what I tell you".

He commends that leaders use as several of the six leadership styles as possible to create a state of smooth leadership—transactional, transformational leadership type (Fullan, 2004; Bass, 2008).

The laissez-faire style can be the finest or the poorest leadership style (Goodnight, 2011). The French phrase for Laissez-Faire style, "let it be," is when people are allowed to work on their own. Laissez-Faire leaders may give the group complete freedom to do their work and set their own parameters. Leaders who adopt the Laissez Faire style typically let their assistants' authority create choices about their effort (Chaudhry, 2012). A number of educational institutes oscillating from primary schools to universities and research organizations occur in society. However, these organizations extremely differ with respect to their organizational divisions, and they totally possess accountability for conveying information, talents and treasure able human potentials in the learners. Administrative support for teachers is usually significant for teachers' good-being. Research studies have displayed that organizational maintenance is linked with work gratification and teacher inspiration. On the other hand principal's support can generate an impression of powerlessness and hard-will and leads teachers to feel insignificant and unsatisfied. Improvement of education is the main duty of the principal. Adetona (2003) renowned that the principal's job is to yield well-educated boys and girls through operational education and training. Positive school

principals were connected with student inspiration, decent educational performance, and better approaches of teachers relevant to their job. An evaluation of collected work displayed that the association between principal leadership and education consequences is facilitated by school situations containing resolutions, objectives, school construction, and school principles (Hallinger & Hech, 1998). Indication has also recommended that principals are in an exclusive situation to inspiration education in school (Deal & Peterson, 1990). Today, an important trial for school principals is to classify the institution's conditions, such as school philosophy, the expected sound effects on students, and the kind of leadership performance the principal should hire. A good definition of a true faculty is the school within which students' development further than could be calculable from the deliberation of its consumption (Mortimore, 1991). These studies were reinforced by a large number of studies that accompanied alternative countries like the Netherlands, Australia, Canada, and New Zealand (Tatlah and Iqbal, 2012).

To explore the leadership styles of selected heads and leadership styles of promoted heads. To find out the impact of leadership styles on secondary school students' performance. To find out the problems faced by selected heads versus promoted heads while using these leadership styles. The aim of the study was to find out the relationship between leadership styles of selected heads vs. promoted heads at the secondary level in district Sargodha. The research also includes the impact of leadership styles on schools' performance and the problems faced by school heads. The study also compares the school results of selected heads vs. promoted heads. The leaders and leadership styles play a vital role in the success of any institute. Educational leadership is a cooperative development that bonds the aptitudes and services of teachers and students. The area of educational leadership is to increase the excellence of education and the education system itself. The study will contribute to future studies associated with leadership styles of secondary schools' selected heads versus promoted heads. This study will also help the impact of leadership styles on school performance.

METHODOLOGY

Quantitative approach was established on variables with numbers and evaluated with statistical measures using descriptive statistics (Creswell, 2016). Quantitative research was used on statistical data and computable variables (Amin, 2016). This analysis was descriptive by type, and quantitate approach was employed in data collection. The aim of the quantitative approach was to search out the impact of leadership types of selected heads versus promoted heads within the secondary schools of District Sargodha.

Sample

A sample is a minor proportion of the population that's elected for opinion and analysis. By observing the features of the sample, one will create definite conclusions concerning the options of the population from that it had been drawn (Best, 2006). A convenience sample comprises those individuals accessible for the study (Best, 2006). A convenient sampling method was used in this research. The total population was 302 high schools, 160 female and 142 male. From the accessible population, 96 respondents were selected for this research from Government schools of district Sargodha.

Data Collection Instrument

A five-point Likert scale questionnaire was used for data collection. The questionnaire was comprised of four parts. The first part of the questionnaire was regarding demographic characteristics of respondents using 7 declarations, the second portion consisted of 24 statements, 3rd part comprised 5 statements, and the fourth part comprised 10 statements.

Pilot Testing

Pilot testing was done in ten schools. The data were randomly selected from the study sample. It was essential to perceive if the respondent would notice the instrument was perfectly correct and complete. This was to boost the consistency of the self-designed questionnaire. The technique used was associated

with that used throughout the ultimate data collection. All insufficiencies were detached once the analysis of the research instrument was done.

Reliability of Research Tool

A test was consistent to the degree that it processes no matter its measure reliably. In tests that have an unexpected coefficient of reliability, errors of measures are condensed to a least probable (Best, 2006). The questionnaires were circulated among 96 members. When checking the reliability of the instrument got Cronbach's Alpha .050.

Validity of Research Tool

Validity discusses the grade to which indication and theory provide the explanation of test scores involved by purposed uses of tests (Best, 2006). The validity of the research tool was done by relating the data collected with prevailing periodicals. For checking validity, this instrument was mentioned by two senior heads.

Data Collection

The researcher visited the schools in person to administer the questionnaires to require a sample from school heads. The researcher even is mailed the questionnaire to high school heads. Data were collected from 96 school headteachers.

Data Investigation

A questionnaire was used for data collection. The survey design was carried out to collect data from school heads. The data were further analyzed by a researcher with the help of SPSS (Statistical Package for Social Sciences).

Both descriptive and inferential statistics were used for statistics investigation. Bivariate correlation was used to show the link between the Leadership styles of selected heads versus promoted heads on student performance. Frequency distribution and the percentage were accustomed to deciding the leadership styles of school heads.

RESULTS AND DISCUSSION

Demographic Characteristics of Promoted Head Teachers

Table 1 shows the frequency distribution and percentage scores for the range of professional qualifications of the selected heads within the secondary schools of Sargodha.

Table 1. Range of academic qualifications of selected heads.

| Qualification of selected heads | Freq. | % |
|---------------------------------|-------|------|
| MA | 34 | 73.9 |
| MS/Mphil | 10 | 21.7 |
| Doctorate | 2 | 4.3 |

Table 1 shows that 34 (73.9%) headteachers had the professional qualification of Master degree 10 (21.7%) had a professional qualification MS/MPhil. Moreover, 2 (4.3%) had professional qualification Doctorate. The results specified that more than half of the selected heads had the professional qualification of Master degree.

Table 2. Gender of the defendants.

| Gender | Freq. | % |
|--------|-------|------|
| F | 21 | 45.7 |
| M | 25 | 54.3 |

With respect to the gender of the selected heads, Table 2 shows the distribution of frequency and proportion of the scores for the gender of selected heads. The results concluded from Table 2 that 21

(45.7%) selected heads by the gender aspect were female, and 25(54.3%) were male. The results specified that over half the selected heads were male.

Table 3. Range of years of selected heads working as heads.

| Years (working as Heads) | Frequency | Percent |
|--------------------------|-----------|---------|
| 1-5 | 18 | 39.1 |
| 6-10 | 10 | 21.7 |
| 11-15 | 11 | 23.9 |
| 16-20 | 3 | 6.5 |
| 21 and above | 4 | 8.7 |

With regard to the range of years working as a head of selected heads, Table 3 shows the dispersal of frequency distribution and proportion of scores. With regards to the results based on Table 3, range of years working as a head, 18 (39.1%) had experience range between 1-5 years, 10(21.7%) had experience range between 6-10 years, 11(23.9%) had experience range between 11-15 years. Moreover, 3(6.5%) had experienced between 16-and 20 years 4(8.7%) had experience between 21 and above years. The results showed that most of the selected heads had experience working as a head for 1-5 years.

Demographic Characteristics of Promoted Head Teachers

Table 4 shows the frequency spread and proportion of the scores for vary of professional qualifications of promoted heads in the secondary schools of Sargodha.

Table 4. Range of academic qualifications of promoted heads.

| Qualification of promoted heads. | Freq. | % |
|----------------------------------|-------|------|
| M.A | 43 | 86.0 |
| MS/Mphil | 3 | 6.0 |
| Other | 4 | 8.0 |

Table 4 showed that 43(86.00%) promoted heads had the professional qualification of Master degree 3 (6.0%) had professional qualification MS/MPhil. Moreover, 4(4.2%) had professional qualifications BA. The results showed that over half of the promoted heads had the professional qualification of Master degree.

Table 5. Range of promoted heads age.

| Age of Promoted heads. | Freq. | % |
|------------------------|-------|------|
| 26-29 | 1 | 2.0 |
| 30-39 | 9 | 18.0 |
| 40-44 | 4 | 8.0 |
| 45-54 | 15 | 30.0 |
| 55 and above | 21 | 42.0 |

Table 5 shows the frequency distribution and proportion of scores for vary the age of promoted heads in the secondary school of Sargodha. With respect to results shown within Table 5, 1 (2.00%) heads were in the age range of 26-29 years, 9 (18.00%) were in the age range between 30--39 years, 4(8.0%) were in the age range between 40-44. Moreover 15(30.0%) were in between 45-54,21(42.0%) were above 55 years. The results specified that over half of the promoted headteachers from range of age between 55 and above.

Table 6. Gender of respondents.

| Gender | Freq. | % |
|--------|-------|-------|
| F | 32.0 | 64.00 |
| M | 18.0 | 36.0 |

With respect to the gender of the promoted heads, Table 6 shows the frequency distribution and proportion of scores for the gender of promoted heads. The conclusion is drawn from results in Table 6, 32 (64.00%) promoted heads by gender were female and 18 (36.0%) were male. The results showed that over half of the promoted heads were female.

Table 7. Range of year working as a Head.

| Years (working as a Head) | Freq. | Percent |
|---------------------------|-------|---------|
| 1-5 | 32 | 64.0 |
| 6-10 | 7 | 14.0 |
| 11-15 | 5 | 10.0 |
| 16-20 | 1 | 2.0 |
| 21 and above | 5.0 | 10.00 |

With regard to the range of years working as a head of promoted headteachers, Table 7 shows the distribution of frequency and the percentage of scores. With respect to the results in Table 7 range of years working as a head, 32 (64.0%) had experience range between 1-5 years, 7 (14.0%) had experience range between 6-10 years, 5 (10.0%) had experience range between 11-15 years. Moreover, 1 (2.0%) had experienced between 16-20 years 5 (10.0%) had experience between 21 and above years. The results indicated that most of the promoted heads had experience as a head 1-5 years.

Leadership Style of Selected Heads

The results showed the perception of the leadership styles of the selected heads they adopted. Results showed the frequency distribution and percentage of scores. Table 8 showed the perception of the autocratic leadership styles among the selected heads they adopted. Table 8 showed frequency spread and proportion of scores. The table showed strongly (SD) disagree (D) undecided (UN) agree (A) and strongly agree (SA).

Table 8. Autocratic style.

| Autocratic style | Freq. | % |
|------------------|-------|-------|
| SD | 4 | 8.70 |
| D | 11 | 23.90 |
| UN | 4 | 8.7 |
| A | 21 | 45.7 |
| SA | 6.0 | 13.00 |

Table 8 displayed the score for the perception of leadership style used by selected heads (Autocratic style) in the secondary schools of District Sargodha. By the frequency distribution, 4(8.7%) strongly disagreed, 11(23.9%) disagreed, 4(8.7%) were undecided, and 21 (45.7%) were agreed. Moreover, 6(13.0%) were strongly agreed. The results indicate that more than half of the selected heads use an autocratic leadership style.

Table 9. Democratic style.

| Democratic style | Freq. | % |
|------------------|-------|-------|
| SD | 11 | 23.9 |
| D | 12 | 26.1 |
| UN | 1 | 2.2 |
| A | 15.0 | 32.60 |
| SA | 7 | 15.2 |

Table 9 shows the perception of the democratic leadership styles among the selected heads adopted. Table 9 shows frequency distribution and proportion of scores. Table 9 displayed the score for the perception of leadership style (Democratic style) in the secondary schools of District Sargodha. By the frequency

distribution 11(23.9%) strongly disagree, 12 (26.1%) disagree, 1 (2.2%) were undecided, 15(32.6%) agree. Moreover, 7(15.2%) were strongly agreed. The results indicate that less than half of selected heads use the democratic leadership style.

Table 10. Laissez Faire style.

| Laissez Faire style. | Freq. | % |
|----------------------|-------|-------|
| SA | 19 | 41.3 |
| D | 23.00 | 50.00 |
| UN | 1 | 2.2 |
| A | 2 | 4.3 |
| SA | 1 | 2.2 |

Table 10 shows the perception of the Laissez Faire leadership styles among the selected heads they adopted. Table 10 shows frequency distribution and proportion of scores. Table 10 displayed the score for the perception of leadership style (Laissez Fair style) in the secondary schools of District Sargodha. By the frequency distribution 19 (41.3%) strongly disagreed, 23 (50.0%) disagreed, 1 (2.20%) were undecided, 2 (4.30%) agreed. Moreover, 1 (2.2%) were strongly agreed. The results indicate that very few of the selected heads are using the Laissez-Faire leadership style.

Leadership Styles of Promoted Heads

Table 11 shows the perception of the autocratic leadership styles which promoted heads were using. Table 11 showed frequency distribution and proportion of scores

Table 11. Autocratic style.

| Autocratic style. | Freq. | % |
|-------------------|-------|-------|
| SD | 17.0 | 34.00 |
| D | 30 | 60.0 |
| UN | 2 | 4.0 |
| SA | 1 | 2.0 |

Table 11 displayed the score for the perception of leadership style used by promoted heads (Autocratic style) in the secondary schools of District Sargodha. By the frequency distribution 17 (34.00%) strongly disagreed, 30(60.0%) disagreed, 2 (4.0%) were undecided, 1 (2.00%) were strongly agreed. The results indicated that very few promoted heads were using an autocratic leadership style.

Table 12 shows the perception of the democratic leadership styles among the promoted heads they adopted. Table 12 shows frequency dispersal and proportion of scores. Table 12 displayed the score for the perception of leadership style (Democratic style) used by the promoted heads in the secondary schools of District Sargodha. By the frequency distribution 11(22.0%) strongly disagreed, 10(20.0%) disagreed, 3(6.0%) were undecided, 14(28.0%) agree. Moreover, 12(24.0%) were strongly agree. The results indicated that more than half of promoted heads are using the democratic leadership style.

Table 12. Democratic style.

| Democratic style. | Freq. | % |
|-------------------|-------|-------|
| SD | 11 | 22.00 |
| D | 10 | 20.00 |
| UN | 3 | 6.00 |
| A | 14 | 28.00 |
| SA | 12 | 24.00 |

Table 13. Laissez Faire style.

| Laissez Faire style. | Freq. | % |
|----------------------|-------|-------|
| SD | 8 | 16.00 |
| D | 18 | 36.00 |
| UN | 2 | 4.00 |
| A | 17.0 | 34.00 |
| SA | 5 | 10.00 |

Table 13 shows the perception of the Laissez-Faire leadership styles among the promoted heads they adopted. Table 13 shows frequency distribution and proportion of scores. Table 13 displayed the score for the perception of leadership style (Laissez Fair style) used by the secondary schools of District Sargodha. By the frequency distribution, 8 (16.00%) strongly disagreed, 18(36.00%) disagreed, 2(4.00%) undecided, and 17(34.0%) agreed. Moreover, 5(10.0%) were strongly agreed. The results indicated that less than half of promoted heads use the Laissez-Faire leadership style.

Correlation among the Heads Leadership Styles with Student Performance

Table 14 shows the perception among leadership styles of selected heads vs. promoted heads with student performance. Table 14 shows the Pearson coefficient correlation.

Table 14. Correlation between Autocratic style with Student Performance

| | Student performance is affected by leadership style | The intelligence of students affected by head leadership styles. | Decisions made by the school heads have impact on student progress. |
|------------------|---|--|---|
| Autocratic style | .090 | .243 | .061 |

With regards to these results, there was a significant relationship between autocratic leadership style with student performance.

Table 15. Correlation between democratic styles with student performance.

| | Student performance is affected by leadership style | The intelligence of students affected by head leadership styles. | Decisions made by the school heads have impact on student progress. |
|------------------|---|--|---|
| Democratic style | .319 | .061 | .271 |

Table 15 displayed the coefficient correlation among leadership styles of selected head vs. promoted head with student performance in the secondary schools of District Sargodha. With regards to these results, there was a significant relationship between democratic leadership style with student performance.

Table 16 shows the correlation between Laissez-Faire style with student performance. With regards to these results, there was no significant relationship between Laissez-Faire leadership styles with student performance.

Table 16. Correlation among Laissez Faire style with student performance.

| | Student performance is affected by leadership style | Intelligence of students affected by head leadership styles. | Decisions made by the school heads have impact on student progress. |
|---------------------|---|--|---|
| Laissez Faire style | -.344 | -.268 | -.291 |

Comparison of Leadership Styles and School Performance

An independent sample T-Test was conducted by the researcher to investigate the difference between the Mean results of selected heads and promoted heads. Table 17 shows the Mean Standard deviation of selected heads school results and promoted heads school results.

Table 17. The standard deviation of selected heads school results and promoted heads school results.

| Group Statistics | Groups | N | Mean | Std. Deviation | Std. Error Mean |
|------------------|--------|----|---------|----------------|-----------------|
| Selected Heads | 1.00 | 46 | 59.0998 | 20.33624 | 2.99841 |
| Promoted Heads | 2.00 | 46 | 48.6615 | 20.95029 | 3.08895 |

Results showed that there is a significant difference between the results of selected heads versus promoted heads. The mean of matric annual result for selected heads was (59.0998) standard deviation (20.33), and for promoted heads Mean (48.6615), Standard Deviation (20.95).

Table 18. Levene's Test for Equality of Variances.

| Independent Samples Test | | Levene's Test for Equality of Variances | | T-Test for Equality of Means | | | | | | |
|-----------------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Selected Heads vs. Promoted Heads | Equal variances assumed | .113 | .738 | 2.425 | 90 | .017 | 10.43826 | 4.30489 | 1.88584 | 18.99068 |
| | Equal variances not assumed | - | - | 2.425 | 89.920 | .017 | 10.43826 | 4.30489 | 1.88573 | 18.99079 |

Table 18 displays Levene's test for equality of variances. The table shows the sig value, t value, degree of freedom, level of signification, and mean differences. Results showed the Mean Difference of results for selected heads (10.43), Sig value (.74), t (2,43) and p (.017). The results showed that there is a significant level is less than .05, which means there was a significant difference between the results of selected heads and promoted heads.

Leadership has a vital role in the success of any institute. The leaders and leadership skills play an important part in the improvement of every institute. In terms of school leadership, the character of the school head as a leader is vital to overwhelming the many prevailing problems, improving the school's capability, refining teacher competencies, and giving a more conducive situation for teaching and learning. The objective of the study was to study the styles of leadership of selected heads versus promoted heads. Most of the selected heads used an autocratic leadership style, while some used a democratic leadership style. Selected heads did not prefer Laissez-Faire style. The promoted headteachers were using a democratic leadership style. Very few promoted heads were using Laissez-Faire style. Promoted heads were not using an autocratic style. The percentage of students of secondary school board results of selected headteachers was good as compared to promoted headteachers. Both the selected heads versus promoted heads were facing the same issues related to school performance. The difference between the results of means of selected heads versus promoted heads was found by applying an independent sample t-test. There was a significant difference between the results. The mean of results of selected heads was greater than the mean of results of promoted heads.

CONCLUSIONS AND RECOMMENDATION

The study was designed to conclude the leadership styles of selected heads versus promoted heads in the secondary schools of district Sargodha. The purpose of the study was to look at the relationship between leadership styles of selected heads versus promoted heads and student performance. This research examined the comparison of selected heads' Matric secondary board annual results with promoted heads

Matric secondary board annual results and also identified the problems faced by heads. Commencing the findings of the research, it was perceived that the dominant leadership style demonstrated by selected heads was autocratic. Less selected heads were using the democratic style. The promoted heads were mostly democratic, and fewer were adopting Laissez Faire leadership style. The relationship of autocratic leadership styles with student performance was significant. The relationship of democratic styles with student performance was also significant, while the relationship between Laissez-Faire styles with student performance was not significant. The comparison of the Matric annual secondary board results was determined by conducting an independent sample T-Test. The conclusion drawn from the independent sample T-Test showed that there was a significant difference between the means of annual matric results of selected heads and promoted heads. This showed that the results of secondary school heads were higher than promoted heads.

It is suggested that heads requirement institute reasonable administrative policies good apprehended by team participants. Inquiry, as well as the supervision of challenging powers, should be the main modules of leadership teaching for institute development, but schools are to become extraordinary-accomplishing knowledge societies adopted through management within the varying times of different periods. It is therefore suggested that selected heads avoid adopting autocratic leadership type within the schools' management issues. It's mentioned that promoted heads should avoid adopting a democratic style and sometime Laissez Faire in student performance and with respect to school discipline. It is commended that throughout training, the main areas to be involved in the teaching units must include; leadership, human resource management, and overall community affairs. The heads have to be more elastic in approving suitable leadership styles through the formation of cooperative employed atmospheres by advanced levels of assurance, inspiration, ownership, mounting, believing, and improved school cultures, assisting advanced efficiency and improved student accomplishments. The study advocated that training must be given to heads around up-to-the-minute technology consumption.

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