

ANALYSIS OF LEADERSHIP QUALITIES OF HEAD TEACHERS AND THEIR IMPACT ON SCHOOLS' ACADEMIC PERFORMANCE

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ABSTRACT-The objective of this study is to analyze the leadership styles and problems of the head teachers and their impact on the schools' academic performance. Descriptive research method was used and data was collected through structured questionnaires from 162 head teachers (85 males; 77 female) and 324 teachers from 162 secondary schools of District Layyah, Pakistan. The results were drawn through SPSS software. In our study, we found that the head teacher's leadership skill is very vital to enforce regulatory framework and achieve academic targets through motivation and rewards.

Key words: Leadership style, academic performance, motivation, leadership problems, secondary schools.

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1.INTRODUCTION:

Secondary education is a sub-sector of the education system and demands amicable management, keeping in view the major objectives of producing middle level workforce for the economy and providing a pavement for higher education “the quality of higher education depend upon the quality of secondary education. Secondary education is also a stage where a student reaches to the age of adolescence which is the most crucial stage of life”. (Gop, NEP, 1998-2010). This situation has also enhanced the importance of secondary education in the country.

Unfortunately, in our country, we see that there is a general dissatisfaction with the secondary education. The ills prevailing in education at this level are attributed to the mal-administration of educational institution. Since the heads of the institution play a pivotal role in its working, the researcher decided to conduct a study to assess the leadership qualities of head teachers of secondary schools. The study has been conducted with the intention that the heads of secondary schools in Pakistan find themselves handicapped on account of innumerable pressing problems pertaining to leadership qualities, which need to be highlighted, analyzed and rationally tackled if secondary education as a whole has to play its role effectively and efficiently in nation building and unity of the motherland. So it is important to know whether the heads of secondary schools have any administrative problems and

what type of leadership qualities they have to address these problems for improving academic performance of the secondary schools. Awan (1987) state that multiple system education has badly affected national integration and encourage centrifugal forces to dominate the society.

1.1. Statement of the Problem

The quality education is mostly dependent on efficient leadership qualities and skills possessed by the head teachers. The problem of study will be to analyze “Analysis of Leadership Qualities of Head Teachers and Their Impact on Academic Performance at Secondary Schools in District Layyah”.

1.2 Objectives of the Study

The study is designed to achieve the following objectives:

- 1.To identify the leadership qualities possessed by head teachers of secondary schools in district Layyah.
- 2.To explore the leadership problems faced by the head teachers at secondary schools in district Layyah.
- 3.To find out the impact of the leadership problems upon the quality education at secondary schools in district Layyah.
- 2.To suggest ways for the solution of the leadership problems faced by the head teachers at secondary schools in district Layyah.

1.3 Research Questions

For the achievement of the objectives, the study will try to answer the following questions.

- 1.What are the leadership qualities possessed by head teachers at secondary schools in district Layyah?
- 2.What are the leadership problems faced by the head teachers at secondary schools in district Layyah?
- 3.To what extent the quality education is being suffered by the poor leadership qualities and problems faced by the head teachers in district Layyah?
- 4.How can the leadership problems faced by the head teachers be addressed at secondary schools in district Layyah?

1.4 Significance of Study

The identification of problems is must for their effective solution. The present study is an attempt to determine the nature, extent and scope of leadership problems faced by the headmasters and headmistresses of the secondary schools.

The study sought to unravel the findings which would contribute towards the improvement of the school environment and hence adoption of proper teaching pedagogy; proper, adequate and effective testing/evaluation practices, all through efficient and effective administrative styles by head teachers.

2.LITERATURE REVIEW

2.1 The Concept of Leadership

There are several definitions given by different scholars on the concept of leadership. According to Muya (1993), leadership is the lifting of a man's vision to higher sights, the raising of man's

performance to higher standard, the building of man's responsibility beyond its normal limitations.

Halpin (1969) looks at leadership as consisting of two aspects namely a group achievement and group maintenance. This involves the directing of the group towards the achievement of the organizational goals. It also implies the sustenance of the social relationships at work.

McGregor (1960) maintains that leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological and other resources so as to rouse, engage and satisfy the motives of followers.

Burns (1978) concurs that leadership, unlike naked power-welding is thus inseparable from followers' needs and goals.

Sergiovanni et al (1987) authors of the bestseller in search of excellence, describe Leadership in action terms. They say that leadership is many things. It is patient, usually boring coalition building. It is purposeful seeding cabals that one hope will result in the appropriate ferment in the bowels of the organization. It is meticulously shifting the attention of institution through the mundane language of management systems. It is altering agenda so that new priorities get enough attention. It is being visible when things are going awry and invisible when they are working well. It is building a loyal team at the top that speaks more or less with one voice. It is listening carefully much of the time frequently speaking

with encouragement and reinforcing words with believable action.

It is being tough when necessary.

Cole (1997) defines leadership as a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context influences the group members to commit themselves freely to the achievement of group tasks or goals. He continues to say that leadership development must be a value and a process that evolves within the institution over a period of five to ten years.

Manu (2007) also defines leadership as the ability to get a man to do what you want him to do when you want it done, in a way you want it done, because he wants to do it.

2.2. Leadership Styles

While the correlation between school leadership and school performance appears to be relatively simple and straight forward in theory; in practice it is inherently complex and unpredictable. Research on this correlation gives mixed results. On the one hand, there are studies which confirm the existence of a relationship between school leadership style and school performance. For example, Ubben and Hughes (1992) found that head teachers could create a school climate that improves the productivity of both teachers and students and that the leadership style of the head teacher can foster or restrict school effectiveness.

Hallinger and Heck (1998) reviewed over 40 empirical studies conducted between 1980 and 1995 and concluded that head teachers

exercised a measurable and statistically significant, though small, indirect impact on school effectiveness and student achievement.

Similarly, Witziers, Bosker, and Kruger (2003) found that school leadership does have a positive and noteworthy effect on student achievement and Waters, Marzano, and McNulty (2004) reported that effective school leadership substantially increases student achievement. Using a path analysis, Kruger, Witziers, and Slegers (2007) found that school leaders indirectly influence student outcomes and school culture.

In the context of Cyprus, Kythreotis and Pashiardis (2006) found direct effects of the head teacher's leadership style on student achievement and Kythreotis, Pashiardis, and Kyriakides (2010) reached the conclusion that "the head teacher human leadership frame affects student achievement" (p. 232). They found that women scored higher than men in transformational leadership and contingent reward, whereas men scored higher than women in active and passive management-by-exception and on laissez-faire Leadership.

. Kythreotis and Pashiardis (2006) also found that female school head teachers' impact student achievement more than male school head teachers. Huffman (2003) found no relationship between leadership styles (transformational, transactional and laissez-faire) and improved student achievement. It was concluded, however, that transformational leadership was related to increased teacher satisfaction, greater perception of head teacher

effectiveness, and increased willingness on the part of teachers to give extra effort. This conclusion was in line with Avolio's (1999) finding that transformational leadership generally generates greater follower effectiveness and satisfaction than transactional leadership, although effective leaders certainly perform using the two styles.

2.3 Leadership and Schools Performance

It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001:70-72), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicates that an effective head teacher can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school.

Likewise, Finn (2002:1) maintains that the most important thing to an organization is the quality of its leadership, particularly the quality of the head teacher in a school setting. In this context, Hurley (2001:2) upholds that the head teacher is the answer to a school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning. The climate of the school is one of the vital factors that determine students' perception of life and therefore how they respond to daily challenges. Fopiano and Norris (2001:49) and Pasi (2001:18) argue

that a supportive and responsive school climate fosters a sense of belonging, promotes resilience and reduces possible negative circumstances of the home environment. These scholars add that social and emotional needs are congruent with learning needs. Therefore, these needs should be addressed so as to facilitate learning. Negative circumstances at home, for example, violence, overcrowding, poverty, informed and uninvolved parents influence students' perception; as well as their responses to learning objectives in school environment

Campbell (1974) indicates that the secondary school head teachers are charged with the responsibility of running schools by addressing themselves to six major administrative tasks: Curriculum and instructional task, School community relationship task, Finance and business administrative task, Staff personnel task, Pupil personnel task and School plant task.

Hoy and Miskeel (1992), concurs with Campbell and adds by saying that at the building level, the head teacher is usually the key figure in fostering shared governance within the school. Head teachers not only have increased responsibility and authority in school programmed curriculum and personnel decisions, but also increased accountability for a student and program success.

2.3 Functions of Education Manager

The education manager has to perform various roles for smooth functioning of the institution. The management process is said to be consist of four functions which are shown in Figure 1.

Figure 1: Functions of Education Management



2.3.1 Role of Head Teachers

In order to play an effective role, the head teachers possess definite competencies and skills. The term role and competent behavior should not necessarily be thought of as two different things. Graff and Strech (1957) suggest that training for competence does not involve training a person's mental faculties so that they will be available to serve him in every appropriate situation which arrive – not entirely a matter of giving a person the correct habits – competence then is patterned behaviors – a pattern of general action which tends, by and large, to repeat itself as similar situation arises.

According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school; academic or administrative. The head teacher should be involved in making most of the decisions of the school. It is therefore important that, the head teacher as a leader should also be a thinker and a decision maker.

2.3.2 Various Roles and Responsibilities of Head Teacher

According to Reavis (1942), a head teacher is usually supposed to perform the following roles:

A.Head teacher as a Leader:

I.As a leader of group of teacher

II. leader of students' body

III.As a leader of community

B.As an Administrator

C.As a supervisor

D.As a teacher

E.As an evaluator.

2.3.2 Head Teachers' Role in Provision of Educational Resources and Facilities

Head teacher is usually required to fulfill the following requirements of schools.

I.Staff room

II.Playground

III.Lavatories

IV. Water supply facilities

V. Library

VI. Funds and finance for games and sports.

2.4 Leadership Problems for a Head Teacher

Funk (1957) has explained how a problem arises. He says, “Sometimes administration may involve in certain dilemmas, challenging situations or confusing points in the achievement of desired ends. Whenever such a situation arises or a crisis comes into clash with smooth flow of administration, it is known as administrative problems.”

Nabi (1965), while surveying the problems of head masters of Bahawalpur division, it was concluded that a majority of the secondary schools was functioning without proper school building and lack of consultation for appointments was considered as serious problems. Lack of science laboratories equipment, shortage of furniture, non-cooperation of public and parents, limited powers to use the budget of various educational matters, non-availability of playground were considered moderate.

Similarly, Sharif (1970) conducted a study on Problems of Heads of Secondary Schools in Baluchistan. He found that pressure of influential people on administration for promotion of students, favoritism in the department, shortage of instructional material, limited authority of heads of school to utilize the school budget and no provision of managerial training to the heads were considered the serious problems by the respondents. Whereas,

parents frequent visits, no permission to the students from the parents to participate in the extra-curricular activities, lack of cooperation from teachers with their colleagues and heads, unsympathetic attitude of officers during inspection, availability of inadequate budget, shortage of building facilitates, non-availability of science apparatus, lack of furniture, no availability of library and insufficient playground facilities were considered as moderate problems.

3.Theoretical Framework of the Study

According to OSO & Onen (2002), theoretical framework is ‘a scheme of variables the researcher operationalizes in order to achieve the set objectives’. The study would be conceptualized based on the variables that were used in the study. Hence, it is conceptualized that high academic achievement in a school is influenced by a combination of various variables, among them, the head teacher’s leadership style.

The main variables that influence academic performance include head teachers’ leadership styles, school plant and resources and students’ behavior. An effective school environment cannot be achieved without the cooperation of the teachers, students, parents and other stakeholders. It is thus, upon the head teacher, in exercising whatever administrative style, to build team work as this enhances commitment and confidence and hence improve on students, academic performance. The head teacher acts as a bridge between all the stakeholders on students’ academic performance.

The head teacher's leadership styles such as initiative structure, participatory management structure, consideration structure; his/her educational qualifications and category status of the school determine how he/she relates to all these stakeholders, how he/she motivates the staff members and how he/she generally conducts himself/herself. This, in turn, significantly influences the academic performance of the students.

4.RESEARCH METHODOLOGY

4.1 Research Design

The study adopted Descriptive research design and the ex-post design. Descriptive research seeks to find answers to questions through the analysis of variables, relationships; what factors seem to be systematically associated with certain occurrences, conditions, or types of behavior (Best & Khan 2009).

4.2. Population

All the Government Secondary Schools (male and female) of district Layyah were the target population of the study. There are in all 162 secondary schools. The detail is as under:

Table 1: Secondary School Head Teachers in District Layyah

Secondary Schools in District Layyah	
Category	No. of Schools
Male	85
Female	77
Total	162

Table 2: Secondary School Teachers in District Layyah

Secondary Schools in District Layyah	
Category	No. of Teachers
Male	850
Female	770
Total	1620

Source: District Education Authority (DEA), Layyah

4.3 Sample

100% of the head teachers and 20% of the teachers working at Government Secondary Schools of District Layyah were selected as the sample of the study as under:

Table 3: Male and Female secondary schools in District Layyah

Secondary Schools in District Layyah		
Category	No. of Teachers	20% Sample
Male	850	170
Female	770	154
Total	1620	324

4.4. Tools for data collection

The data for the study was the responses from questionnaires for both the head teachers and teachers of the secondary schools. The study used both primary and secondary data. The primary data was collected from the field through questionnaires while the secondary data was sourced from the District Education Authority,

Layyah in form of secondary school examination (10th) results of the respective schools included in the sample compiled by the Board of Intermediate & Secondary Education, Dera Ghazi Khan.

The questionnaires were prepared after reviewing the relevant literature of the study under the advice of the experts and the research supervisor. The questionnaires mostly focus on the following five sections according to the leadership qualities and types of problems usually faced by the head teachers.

1. Administrative
2. Academic
3. Financial
4. Social
5. Physical facilities

4.5 Procedure

After finalizing the questionnaires of the study under the guidance of the research adviser, the researcher personally distributed and collected the questionnaires from the respondents of the study.

4.6 Hypothesis

H₀: The head teacher's leadership qualities are related to the quality of education.

H₁: The head teacher's leadership qualities are not related to the quality of education.

4.7 Analytical techniques

The resulting sample data was first coded and tabulated using the code book as a guide. The resulting template was used to create a digital data file in SPSS and Excel. The data file was used in creating information through the use of both descriptive and inferential statistical procedures. In association, the study used correlation coefficients as a measure of strength of association between the head teachers' leadership qualities and academic performance of the schools. Subsequently, the interpretation of the results was done on the basis of percentage of the responses and the results of the respective schools.

5. DATA ANALYSIS

5.1 Demographic Statistics

The table given below shows the head teachers' demographic information from the sampled schools:

Table 4: Demographic statistics of Head Teachers

Gender of Head Teacher	Frequency	Percent
Male	85	52.46
Female	77	47.53
Total	162	100
Nature of School	Frequency	Percent
Boys	85	52.46
Girls	77	47.53
Mixed	0	100
Total	162	52.46
Level of Schools	Frequency	Percent
Provincial	162	100
National	0	0
Total	162	100
Academic Qualification	Frequency	Percent
Ph.D	06	3.703
M.Phil	29	17.90
Master	52	32.09
Bachelor	75	46.29
Total	162	100

Professional Qualification	Frequency	Percent
M.Ed/M. A. Education	102	62.97
B.Ed	45	27.78
M. A. EPM	05	3.08
Other/Trainings	10	6.17
Total	162	100
Experience / duration of service in current position	Frequency	Percent
1-5 Years	32	19.75
5-10 Years	72	44.44
Above 10 Years	58	35.80
Total	162	100

5.2. Hypothesis Testing

H₀:The head teacher leadership qualities are related to the quality of education

H₁:The head teacher leadership qualities are not related to the quality of education

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Table 5: Correlations results

		VAR00 001	Q1	Q2	Q3	Q4	Q5
VAR00 001	Pearson Correlation	1	.020	-.153	-.312	-.039	.187
VAR00 001	Sig. (2- tailed)		.933	.519	.180	.870	.429
VAR00 001	N	164	164	164	328	328	328
Q1	Pearson Correlation	.020	1	.574**	.149	.619**	.655**
Q1	Sig. (2- tailed)	.933		.008	.530	.004	.002
Q1	N	164	164	164	328	328	328
Q2	Pearson Correlation	-.153	.574**	1	.342	.852**	.526*
Q2	Sig. (2- tailed)	.519	.008		.140	.000	.017
Q2	N	164	164	164	328	328	328

Q3	Pearson Correlation	-.312	.149	.342	1	.308	.325
Q3	Sig. (2-tailed)	.180	.530	.140		.187	.162
Q3	N	164	164	164	328	328	328
Q4	Pearson Correlation	-.039	.619**	.852**	.308	1	.495*
Q4	Sig. (2-tailed)	.870	.004	.000	.187		.026
Q4	N	164	164	164	328	328	328
Q5	Pearson Correlation	.187	.655**	.526*	.325	.495*	1
Q5	Sig. (2-tailed)	.429	.002	.017	.162	.026	
Q5	N	164	164	164	328	328	328

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above results show that the result is significant as results are less than 0.05. It shows that the variables are positively correlated to each other.

6.FINDINGS

The findings of the study have been systematically linked with the research questions and objectives. The key findings of the study are stated as under:

- Effective leaders assess how well the school is performing, ask critical and constructive questions, emphasize the use of systematic evidence and encourage careful monitoring of pupils' progress.
- Head teachers in effective schools involve themselves in improving instruction and training and are responsible for day-to-day assignment of duties and supervision of the teachers.
- The head teacher understands how his/her own behavior affects other and makes appropriate adjustments.
- The head teacher focuses on efficient and effective operations through sound strategies.
- Staff members do not attend refresher courses like workshops and seminars at school or outside the school, that are intended to empower them professionally.
- The head teacher tries to develop a spirit of competition among the staff.
- The head teacher encourages teacher to keep time in school activities.
- The head teacher orientates new staff members in the system.
- The head teacher does not properly endeavor to provide the required instructional materials to teachers.

- The head teacher leads the preparation process of teachers (scheming, lesson planning, teaching aids, etc.).
- The head teacher does not appropriately supervise the classroom teaching.
- The head teacher leads the inspection of students work like class exercises, class notes, etc.
- The head teacher invites suggestions for staff development and appraisal.
- Guidance and counseling services are provided regularly in the school.
- The head teacher is fond of participating as co-worker for the improvement of teaching and learning process.
- The head teacher accepts the feelings and emotions of the teachers.
- There is provision of sufficient number of furniture items.
- There is availability of sufficient facilities of toilets, bathrooms and water taps.
- The science laboratories of school have very limited facilities.
- The appropriate budget is allocated to this school.
- The school council is cooperative with the school's purchase committee for the utilization school budget.
- The budget of this school is utilized well in time.
- Local key persons interfere in school affairs.
- Teachers do not fully cooperate with the heads regarding allocation of subjects / allotment of time tables.

- Parents allow to their children to take part in co-curricular activities.

The above results show that the higher the head teacher is competent the higher the education quality is. The results of students are found in fly colors in those institutions where head teacher found more active and working as a guiding star for the whole team. Head teacher is the role model for the staff and students. His leadership style and qualities are directly related to the results of school and students. The teaching learning environment is highly influenced by the leadership style of head teacher. The most effective style for leadership is participative style for head teacher. Mostly teachers think that leadership styles of head teacher have great impact on the results of school. The positive behavior of head teacher is directly related to the target achievement and higher level of job satisfaction. The growing experience in teaching demands the higher level of trust and appreciation by the head teacher. The more motivation is provided by the head teacher the more job satisfaction is observed in the teachers.

It is evident from the findings that most head teachers endeavor to make their schools effective by entrenching and sustaining water-tight programmes aimed at bolstering academic performance in their schools. Cognizant of the fact that none would succeed without having an orderly an organized system, all the (sampled) head teachers and teachers agree that having clearly

outlined (school) rules and regulations, setting clear (and achievable) targets, establishing functional departments, intellectually equipping teachers with modern trends in teaching (through subject workshops) and closely monitoring the progress of all the activities in the school is paramount to the realization of an effective school.

Our findings are also in consistent with a number of other studies, for instance; Ribbins and Marland, (1994:1-4) who contend that teachers' professional development needs and monitoring their delivery in class, improves academic performance as did Waters, Marzano, & McNulty, 2003. They observed that effective leadership of schools adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes. Awareness of the school and teacher practices that impact student achievement is critical.

7.CONCLUSIONS

This research sought to determine the impact of head teachers' leadership style on school academic performance.

The results showed that the head teacher's leadership style was best, looking at the enforcement of school rules and regulations, provision of the required teaching and learning materials, facilitation of subject workshops for teachers, delegation of responsibilities (to teachers and students) and promotion of collegiality amongst teachers. However, motivation of teachers and students towards the attainment of set academic targets was lacking

in most schools as were crucial academic programmes that enhance academic performance like career guidance, strategic intensive revision and internal quality assurance.

The crux of the study is that leader is the ladder towards the successful achievement of collective goals of institutions. If the leader is unable to lead a flexible style, then he cannot achieve the higher results and effective learning outcome in his school. The maximum output is obtained by the high participative leadership style. Teaching learning environment is highly influenced by the leadership style of leader of institution. The job satisfaction is totally dependent on leadership style. If the leader is adopting the participative style, then he must leave a healthy impact on working conditions provided to staff members. Hence the leadership style is the most important factor in any institution which make it an exemplary work place and ideal environment.

8. RECOMMENDATIONS

On the basis of the findings and implications of the study, the following recommendations are made:

- ▶ Head teachers should support and strengthen the students' leadership in the school. Their contribution towards the improvement of teaching and learning in the school, sustenance of an enabling learning environment through maintenance of order, among other tasks, cannot be gainsaid.
- ▶ Guidance and counseling departments should be strengthened in schools to adequately address the emotional needs of learners to

optimize learning and hence achieve the desired academic achievement

► Since most head teachers, students and teachers alike preferred democratic style of leadership, academic performance in some schools was still wanting and hence the need for the stakeholders to examine other possible causes of the seemingly unimpressive results¹.

► Head teachers should involve teachers and students in the setting of targets and the same to be communicated constantly to them instead of being kept for administrative purposes as it happens in most schools

► There's need to carry out another research covering a larger area and sample to enable wide generalization of the findings, for instance performing schools in several countries

► Future research should be wider to include other possible causes of poor performance in schools, for instance, motivation of teachers verses academic performance

► This study was carried in secondary schools in Kenya; the same can be done in primary schools, middle level colleges or even in the institutions of higher learning to test the reliability of the findings.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried out in collaboration among three authors.

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