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KEYWORDS	ABSTRACT
School Head, Government, & Private Middle Schools' Teachers, Discipline, Pakistan	The study was descriptive and quantitative in nature. The population of the study comprised of girls' high school heads, teachers and students at both public and private levels in District Lakki Marwat but only teachers were selected as a sample of study (n = 200 respondents, 100 Government High School and 100 Private High School teachers by applying a simple random sampling technique. Main objective of the study was to know perception of teachers regarding role of school heads in maintaining school discipline in Pakistan. A questionnaire of 5-points Likert scale was used for the data collection. Data were statistically analyzed through SPSS by using Means and Standard Deviation, and independent samples t-tests during analysis. Results and conclusions were drawn by revealing that the private School head has a more effective role and interest in maintaining school discipline than Government School head. Some recommendations were suggested that the government, policy or the decision makers, scholars & education department may play a significant role to keep in touch with school heads from time to time by conducting meetings, training & seminars with them to ensure quality education at school level under supervision & leadership of school heads.
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INTRODUCTION

Okonofua and Eberhardt (2015) found that the main responsibility of the school head is to maintain school discipline and he better knows how to implement safety and disciplinary measures for his school employees (teaching and non-teaching staff) and students by making safety committees to ensure safety and peace in school so that school discipline may not be disturbed. The role of school heads in keeping school discipline is multifaceted, involving establishment of clear expectations, creation of positive school culture, policy development, staff training, effective communication, and consistent enforcement of rules (Tim, Sisum & Memon, 2003). Andre, Aatolo and Gerard (2008)

revealed that the school heads maintain proper working schedules under the umbrella of discipline including school transport schedule, exam, fee, teaching, curriculum, evaluation, and public related schedules. [Cuellar and Markowitz \(2015\)](#) asserted that professional skills are highly effective for school heads in maintaining school discipline by practically implementing plans with visions and missions in the school. [Lindsay and Hart \(2017\)](#) pointed out that the school heads, who believe in a disciplined life, lay stress on semester-wise or annual plans to maintain the discipline in the school. [Rosenbaum \(2018\)](#) described that the successful school heads use better communication skills with students, teachers, and other school employees in order to ensure exemplary school discipline in the schools they lead. The heads are responsible for providing conducive environment for teaching and learning in schools.

[Farmer, Goforth, Leung, Clemmer and Thompson \(2004\)](#) mentioned that the school heads, who are men of discipline, are sensitive about their school budgets to utilize it carefully and very skillfully receive others including public complaints, indoor complaints of school employees and students so that school discipline may not be affected. [Losen., Daniel and Paul \(2020\)](#) further explained that experienced and talented school heads have their keen eyes on all school activities to practically promote discipline in school e.g., they always follow and adopt disciplinary policies in the favor of the school ([Ikram, Ghavifekr & Kenayathulla, 2021](#)). According to [Farmer et al. \(2004\)](#), disciplined school heads don't comprise on classroom management, education programs, training and practices. The school heads need to regularly assess the effectiveness of disciplinary measures and make the adjustments as needed ([Kim, & Lee, 2020](#)). The heads take the community support along with their teaching and non-teaching staff as well as students to easily maintain and implement discipline in the schools they lead as school heads. School heads showing discipline and rules; impose physical powers and self-control over their subordinates in school ([Nawab & Bissaker, 2021; Noor & Nawab, 2022](#)). They are always the men of discipline and such schools show overall better academic results and produce quality students who become better professors, teachers, doctors, engineers, and other professional personalities.

Research Objectives

1. To know the perceptions of Public Girls High School teachers regarding the role of School head in maintaining school discipline in District Lakki Marwat, KP, Pakistan.
2. To know the perceptions of Private Girls High School teachers regarding the role of School head in maintaining school discipline in District Lakki Marwat, KP, Pakistan.
3. To compare the perceptions of Public and Private Girls High School teachers about role of School head in maintaining school discipline in District Lakki Marwat, KP, Pakistan.

Research Questions

1. What are the perceptions of Public Girls High School teachers about role of School head in maintaining school discipline in District Lakki Marwat, KP, Pakistan?
2. What are perceptions of Private Girls High School teachers regarding role of School head in maintaining school discipline in District Lakki Marwat, KP, Pakistan?
3. Is there any significant difference amid perceptions of Public & Private Girls High School teachers about the role of School head in maintaining school discipline?

Hypothesis of Study

This study used the alternative hypothesis to examine the perception of teacher towards the heads of schools in maintaining the discipline in concerned schools in the context under considerations. So, hypothesis is: There is no significant difference between perceptions of Public and Private Girls High School teachers about role of School head in maintaining school discipline in district Lakki Marwat, KP, Pakistan.

LITERATURE REVIEW

Hirschfield and Paul (2018) highlighted that school heads community members enthusiastically with courteous, love and respect to better implement discipline-related policies, plans, rules and regulations on students and other school staff. Girvan (2019) described that well-disciplined school head fulfills his duty and avoids politics in school which creates problems and hurdles in school discipline for him. Lindsay and Hart (2017) stated that it's the responsibility of the school head to better understand how to monitor and control environment and all students, teachers & community members confidently and fairly so that everyone accepts all the disciplinary actions and activities. Rocque and Paternoster (2011) demonstrated that a disciplined school had a keen interest and focus on teaching-learning process & evaluation system of the school throughout the session. Kiggundu (2009) said that a skillful school head better knows the selection of the right person for the right job that he always adopts in his leadership to maintain perfect school discipline. In this linking, Mulyasa (2009) illustrated that it is essential for the school heads to be very fair, consistent, and positive-minded so that he may better focus on the discipline to be accepted everywhere. Fitria and Martha (2020) found that the school head interested in the school discipline is quite confident and friendly to everyone in the community due to which every person appreciates his rules, regulations and disciplined life.

Hirschfield and Paul (2018) highlighted that school heads the community members willingly with well-mannered, and required respect to better implement discipline-related policies, plans, rules and regulations on students and other school staff. Girvan (2019) described that a well-disciplined school head fulfills his duty and ovoid politics in the school which creates problems and hurdles in school discipline for him. Lindsay & Hart (2017) stated that it's the responsibility of the school head to better understand how to monitor and control the environment and all students, teachers, and community members confidently and fairly so that everyone accepts all disciplinary actions and activities. Rocque and Paternoster (2011) proved that a disciplined school had had a keen interest and focus on teaching-learning process, and evaluation system of school throughout session. School discipline is essential for overall well-being of students, the effectiveness of teaching and learning, and the reputation of institution (Tim, Sisum & Memon, 2003). Kiggundu (2009) said that a skillful school head better knows the selection of right person for the right job that he always adopts in his leadership to maintain perfect school discipline. Mulyasa (2009) shown that it's essential for school head to be very fair, consistent, and positive-minded so that he may better focus on discipline to be accepted universally. Fitria and Martha (2020) found that school head involved in school discipline with confident and friendly to everyone in community due to which every person grows his rules, and disciplined life.

RESEARCH METHODOLOGY

The design of the study was descriptive in nature wherein the quantitative approach was used to conduct the study, attain the desired information, reaching the conclusion and making the desired and required decisions. The population of the study comprised of 78 Girls High Schools (26 Govt. Schools and 52 Private Schools) of which 10633 respondents were students, 386 teachers, and 26 were heads from Govt. Girls High Schools while 1324 students, 257 teachers and 52 heads were from Private Girls High Schools. The total numbers of (n = 200 respondents, 100 Govt. High School and 100 Private High school teachers were selected as sample of study. A simple random sampling technique was used to select the sample size of study. A questionnaire of a 5-points Likert scale was used for data collection. Study was delimited to district Lakki Marwat only. Data were statistically analyzed through SPSS by using Means and Standard Deviation, and independent samples t-tests during analysis.

RESULTS OF STUDY

Table 1 Role of Head in Maintaining School Discipline

Statement	Group	Teachers	Mean	SD	TV	DF	SIG
Head Directs Students in Maintaining	Public	100	4.7	0.461	-6.514	99	0.001
Discipline in Institution	Private	100	5	0.001			

Table 1 indicates that in independent-sample t-test, there was an extremely significant difference (t (99) = -6.514, p = < 0.001) in the scores with the mean score for Public School (M=4.7, SD=0.461) was lower than Private School (M=5, SD=0.001), which was found to be less than the alpha value (0.05). These results suggest that Head in private schools tends to be more efficient in directing the students in maintaining discipline in the institution than in public schools. So, hypothesis “There is no significant difference between the perceptions of Public and Private Girls High School teachers about role of School head in maintaining school discipline in district Lakki Marwat, KP, Pakistan” was statistically rejected.

DISCUSSION

The results of current study revealed that private school heads perform better while maintaining school discipline as compared to public school heads in Girls High schools of district Lakki Marwat, Khyber Pakhtunkhwa Pakistan indicates that Private school heads are more sensitive and serious about properly functionalizing and smoothly run the school while public school heads were found merely up to formalities. According to the responses of the respondents, Private school heads were found highly alert and active in maintaining the school discipline rather than public school heads. According the previous studies (Frels & Kelly, 1990), school heads deal with all sorts of the school problems; so, they always follow better controlling rules, procedures and regulations to maintain school discipline exemplary. Virginia (1983) and Bear (1998) pointed out that the school heads keep all school activities properly organized. They maintain a friendly approach with students and other employees in general but professionally they are quite strict and rule followers. The heads are thus responsible for ensuring the learning environments to meet the required standards in competitive satiations (Losen., Daniel & Paul, 2020). The results of this study confirmed that affective role of

heads of schools in maintaining the schools' discipline which is the basic requirement towards the assurance of development.

The present study revealed that heads are effective in managing the schools' environment as per the desired standards and as per the sustainable development goals for attaining desired leading reputations (Cuellar & Markowitz, 2015). The school discipline is essential for overall well-being of students and employees towards the effectiveness of teaching and learning, and the standing of the institution in competitive environments (Nawab & Bissaker, 2021). The school heads play the significant role in establishing clear expectations for nurturing the behaviors within the school. This involves the communication and development of code of conduct that outlines unacceptable and acceptable behaviors (Ikram, Ghavifekr & Kenayathulla, 2021). Thus, fostering the positive school culture is vital for promoting respectable behavior. The school leaders can create an environment where respect, inclusivity, and collaboration are valued, making it more prospective for students to follow to regulations (Fitria & Martha, 2020). The school leaders are required to be both responsive and proactive towards disciplinary issues. This involves implementing preventive measures, such as character education programs, addressing issues promptly over fair and appropriate consequences when necessary (Lindsay & Hart, 2017). In cases of serious disciplinary incidents, school heads play a crucial role in crisis management to eliminate the conflicts and ensure the best environment for teaching and learning.

CONCLUSION

The researcher concluded in light of the results and objectives of the study that private school heads have more interest in maintaining school discipline than public school heads. The private school head follows "give & take formula" and "exchange & transaction", while running school activities. Therefore, they strictly inform their staff members through now and then meetings that there is no compromise on teaching, discipline, classes, rules and regulations. The sample and area selected for the study were limited to generalize the result. Therefore, it was suggested that future research may be carried out in whole of Khyber Pakhtunkhwa province to ensure the applicability of its findings in a more precise and better way. Future researchers may obviously probe the problem through the latest statistical analysis and research methods such as mixed method research. The study, for future researchers, may be very helpful to clarify via research study that school heads can truly maintain school discipline in a safe environment. Thus, the researcher in the future may promote disciplinary measures on their school employees to make the proper discipline committees to resolve discipline problems in schools.

The future researcher may help the school heads via the latest research skills in future to enhance professional responsibilities (discipline-based matters, rules and regulations) of the school heads in school. The study in future may be helpful for school heads to blithely receive the public, students, parents and community complaints via exemplary implementation of discipline in the school due to which school may produce quality education by producing quality engineers, doctors, professors, politicians, businessmen and so on. The role of school heads, such as principals or headmasters, in maintaining school discipline is crucial for creating a positive and conducive learning environment. The study may also be helpful for researchers in future to show and explore via the latest research

how the well-disciplined school can ensure the availability and utilization of human and material resources along with proper execution including (record keeping, fund management, availability and maintenance, timetable management (right job for a right person) and taking care of his school employees and students, and keen eyes on teacher to teacher and teacher to students relationship in concerned schools.

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