

The Impact of Leadership Styles on Students' Behaviour At The University Level

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Abstract

The Purpose of the study is to find out leadership style that is mostly used by the faculty members in the campuses of the University of Education Lahore and its effects on students behavior. Three styles of leadership i.e. Democratic, Autocratic and Laissez-faire styles were chosen to be analyzed. Due to the lack of resources and time duration four campuses were listed (Attock, Bank road, Joharabad, and Township) and total one hundred students from each campus were randomly selected from the faculty of education, mathematics, English and Chemistry departments. The population was selected through the use of simple random sample method. A valid and reliable questionnaire was distributed among four hundred students. All the four hundred questionnaires were analyzed by the model of simple linear regression. The results of the data revealed that the democratic style of leadership is used in the four campuses of the University of Education Lahore with a highest mean (4.165) while the simple regression results shows that all the three leadership styles have an effect on the students' behavior. The administration of the university may implement the democratic leadership style as the study suggested the best one. Though the academic staffs were more inclined to autocratic leadership style. This study recommended for the future researchers to get more reliable result by including all campuses of the University of Education as well as increase the students sample size.

Keywords: leadership. Leadership styles, students' behavior, democratic, autocratic, laissez-faire

Introduction

The study has a major goal which was to analyze the behavior of the students impacted by different leadership styles in university. Leadership is the most essential phenomena and more current approaches for dealing with workforces and the company as a whole. The concept of people management has increasingly been supplanted by the concept of leadership. Leadership is practiced at all levels, in a nutshell, in every sphere of life, including educational establishments, industry, commercial enterprises, and the political and armed administration of a nation and community.

Because a student's behavior can be drastically different from that of another, the researcher wanted to see how the screener and assessment scores looked. This year in the field of behaviors, the researcher had a unique

encounter in a classroom. Teacher's personality may have impact on a student's behavior. If a student's exam scores in a particular academic subject are low, it's possible that the behavior of the learners during central teaching time is obstructing the learning process. A teacher can manage student conduct in their classroom in a variety of ways. Students may react differently to these implementations, necessitating modifications (Mahnaz et al., 2025a)

According to UNESCO (2001), education has a critical role in a country's progress. In the educational system, the teacher is regarded as the most significant aspect. The instructor's primary responsibility is to assist real philosophy and information with the overall goal of improving pupils' instructive achievement. All learners deserve motivation, coherent, societal, and emotive development, and achieving pupils' educational accomplishment those helps to affect them for profitable endeavor and lifeline (Meek et al., 2009).

Every learner is entitled to inspiration, logical, social, and emotional growth, and every learner contributes to an academic performance by preparing them for meaningful undertakings and life wisdom. Since the beginning of the twenty-first century, the leadership of today's higher education institutions has evolved and become increasingly multifaceted, making it critical for universities to develop and recruit individuals who can effectively implement change initiatives and lead faculty, staff, and students. People are drawn to leadership because it allows them to work together to attain a common objective. However, in the early twentieth century, scholars began to explore leadership as a critical process (Robbins & Coulter, 2009). It was difficult to come up with a description that articulated what leadership meant, a phrase that today has multiple meanings depending on who you ask and what sector you work in. Individuals and their dedication in any institution should be affected by this (Timothy et al., 2011). In earlier times, the leader was considered a man of knowledge. Today's successful businesses must acknowledge that no CEO can have all of the solutions. Leaders must discover methods to empower, challenge, and hold their followers accountable while also providing them with the tools they require (Mahnaz et al., 2025b).

The current global demands have changed the dimensions of academic leadership practices. The role of an academic leader was more administrative in past. The academic leaders were supposed to manage the resources and other administrative issues so they were not accountable for any academic responsibility but now a day the effective universities are considered in terms of their academic contribution towards society which is always seen in terms of students' achievement and behaviors. When we talk about effective universities in terms of students' achievement, the concept of effective academic leadership comes in focus. The effective academic leaders are at the high demand of the countries to improve their universities. Many countries are working on the preparation of effective, reflective and proficient university leaders by developing plans of priorities.

Academic leadership is the basic component of university success. Educational system at university level in Pakistan is not competitive to meet the requirements of global academic responsibilities. For academic improvement, Pakistan requires "effective" academic leaders who can take transformation as challenge, who can plan in visionary way, implement reforms effectively, and transform people's behavior, morality and culture thoughtfully.

Objectives of the study:

Objectives of study were:

1. To find out the leadership styles that is mostly used by the teachers in the University of Education from students' perception.
2. To identify leadership styles and their impact to modify the behavior of the students and the obligation to the university rules, ethics and norms.
3. To get benefits from the study's findings to help university academic staff, and administration.

Hypotheses

- Ho1: Democratic style of leadership has no impact on altering the learners' behavior
Ha1: democratic style of leadership has an impact on adapting the learners' behavior
H02: Autocratic style of leadership has no impact on changing the learners' behavior
Ha2: Autocratic style of leadership has an impact on changing the learners' behavior
H03: Laissez-Faire style of leadership has no impact on altering the learners' behavior
Ha3: Laissez-Faire style of leadership has an impact on altering the learners' behavior

Operational Definitions

This section possesses the definitions of renowned scholars in their respective fields. These definitions will enhance the capability to understand the core aim of the study.

Leader

The ability to motivate, inspires, and empowers others to contribute to the success and realization of the ideology of which they are followers (House, & Dorfman, 2002).

Leadership

Leadership is the process of persuading and supporting general public to work devotedly towards achieving aims (Bernard & Thomas)

Behavior

Behavior is the explicit oral or physical drive of the creature generally taken to the environment (Bergner, 2011)

Theory of Behaviour

A theory of learning which explains all the behaviors are learned through contact with the environment through a process called conditioning. Thus, behavior is simply a response of stimuli triggered by the environmental (McLeod, 2020).

Education

Education is the name of knowing oneself (Socrates)

Education is a supportive process for the overall development of the body and mind according to the child's own abilities (Plato)

Democratic leadership

A form of leadership in which members of the group join in the administrative process. This form of style can be seen in a variety of situations, including schools, colleges and universities. (Kendra, 2022)

Autocratic leadership

Autocratic leadership, frequently known as controlling leadership, is defined by one-man authority over all decisions and little involvement from other members. Autocratic leaders hardly ever to accept the inputs from the learners and make decisions mostly based on their own assessments and views. Here absolute authority over students is the hallmark of autocratic leadership. (Kendra, 2022)

Laissez-faire leadership

Leadership style in which leaders are distant and let group learners to make their own decisions. Scholars have found that this is most probably the leadership technique that leads to the bottommost efficiency among the students.

Literature Review

A leader is a person who guides the general public regarding the good and evil path. A leader is someone who has the ability to influence people while also having supervisory authority and these features make them leaders (Robbins & Coulter, 2009). It is in the nature of the leader of persuading people to join willingly in the attainment of corporate goals (Ketner and Kinney, 2010). In order to motivate followers to attain goals to the highest standards, leaders in this domain must have at least specified qualities and principles (Valent, 2010). Authentic leaders must have the information and capability to keep their followers motivated (Dessler, 2012). What is the significance of leadership? Effective leadership, according to Singh (2011), treats others as managers intend while still meeting their needs. Effective leadership allows the followers to express their dreams, task, and aims in a clear and simple manner, leadership support originality and novelty in order to react to quick changes in the environment and keep a good use in the world (Mahnaz et al., 2025c).

According to House, and Dorfman (2002), leadership is defined as the aptitude to effect, inspire, and allow others to contribute to the success of the institutions in which they work. Several conceptions of leadership share a common thread: social influence (Kreitner & Kinicky, 2004). The ability to lead is one of the most basic components for managing achievement that has increased knowledge in recent years (Sweeney & McFarlin, 2002). Governance is something that can be learned and taught (Bateman & Snell, 2002). Leadership appears to be the marshaling of services that a common people have but that a marginal people use, according to Bennis & Nanus (1985).

It's something that anyone can learn and pass on to others, and no one can deny it. It is not the domain of the executives to become a leader; anyone in the institution can do so (Pearce & Conger, 2003).

According to Casmir (2001), it is indicated by the frequency or intensity of various leadership actions or attitudes that a leader places on the various leadership duties. Leaders in effective settings work hard and share the understanding with others to energize and produce environments that care teachers' ambitious efforts. They make critical decisions in the interests of rational stimulation and personal sustenance. (Leithwood & Riehl, 2003).

The most potent socioeconomic status (Leithwood & Jantzi, 2000) and appraisal of vital background characteristics associated to their performance are attributed to pupils' success (Gorard & Taylor, 2001). However, there is a need to investigate the clear link between student results and collaborative, democratic, and distributed leadership styles (Harris, 2004). Employee job happiness is substantially influenced by supervisors with an ideal leadership style in terms of self-esteem, opportunity, job expectations, self-respect, fair dealing, and engagement (McKee, 1991).

Universities, like social institutions, are inextricably related to historical and social power structures. Because leadership is an amalgamation of influence and power, ignoring the notion of university alteration of studies that could cause major disruption. As a result, its examination must be explored in conjunction with its related ideas of legitimacy and authority (Fleisch & Christie, 2004). Effective and devoted leaders inspire their followers and maintain a professional academic environment in the universities (Barker 2001; Fernandez 2000). Employee loyalty to the leader, group cohesiveness, the leader's ability to rise, and the growth of subordinates are all factors in determining leadership effectiveness (Sweeney & McFarlin, 2002).

The leader takes on the roles of trainer, instructor, and architect (Brown & Harvey, 2006). There might be no single perfect leadership type that is constantly adopted; instead, leader uses a variety of approaches depending on the situation. Democratic, Laissez-Faire and Autocratic leadership are the three primary styles of leadership studied a lot recently, all the three of which address the interaction between leader and the supporters (Gadot & Beeri, 2011). Most of the time, some scholars believe that Kurt Lewin's (1939) well-known and straightforward definition of leadership styles can be separated into 3 types: the authoritarian, the democratic, and the laissez-faire (Raus & Haita, 2011). Teacher as leaders, unlike those in industry, the military, or government, may require a specific set of talents in order to be effective (Mahnaz, et al., 2023).

This is due in part to the reality that academic institutions have certain societal goals relating to the generation's knowledge development, learning, and conduct (Kalargyrou et al., 2012). Academic institutions have recently been confronted with new forms of environmental concerns, as well as new kinds of students: teen agers and more technologically savvy students, globalization and diversification, and a new movement of concepts and public (Fullan & Scott, 2009). Academic institutions, in specific, play a critical role in developing future skilled workers and leaders. Because it is critical to have academic staff who are driven, positive, strong, and satisfied in order for them to be able to fulfill the majority of their responsibilities (Coates et al., 2010). Traditional leadership approaches are not the greatest way to execute sustainable change because alteration is difficult for followers of any institution to agree to take. Teachers and students must be able to share their opinions through an effective communication process in order to inspire and stimulate positive change in this community (Randall, 2012).

The characteristics of persuasion, relationship of power, an impact of interaction, leadership relies on the exercise of influence in behaviour to create obedience (Landis, 2011). University is regarded as the most crucial phase in a student's life for developing their professional life, personality, and leadership abilities. Universities are an excellent location for developing the next generation of talented leaders (Osimo, 2012). Therefore, the prime aim of this study is to analysis the impact of academic staff leadership style on university student behaviour change.

According to Voegtlin et al. (2012), an effective leader is very operative at building good and strong relationships with all parties involved, and can bring about necessary institutional change, particularly in structure and culture, with minimal resistance, resulting in work fulfillment, obligation, devotion, and institutional workforce. As a result, both direct and indirect effects of leadership on institutional performance exist. Theories and Leadership Styles Leadership styles are defined as patterns of behaviour in which an individual attempt to influence the activities of others (Biggerstaff, 2012).

Theories of leaderships

There different theories which define and elaborate leadership styles in different way. The following theories will clear the concept.

Traits Theory

The leadership's early study efforts as to how the leader was compared to what he or she is accomplishing are emphasized by Traits Theory. Leaders and followers can be distinguished by a variety of personality qualities, social attributes, and physical characteristics (Rue & Byars, 2007). This theory claims that leaders are wiser than general public, that they can operate independently with greater oversight, that they are more creative, that they have a higher level of flexibility and intelligence, and that they are more self-assured. The results of studies on the association between effective leadership and corporeal traits including height, weight, and look have been mixed (Ivancevich et al., 2008). Researchers have discovered, however, that these traits are sufficient. The interactions between themselves and their leaders, as well as the interactions between themselves and their leaders, are used to identify powerful leaders (Robbins & Coulter, 2009).

Behavioral Theory

According to behavioral theories, leaders are separated from non-leaders by a set of characteristics. The focus has changed away from picking leaders based on their personality attributes and toward proper behavioral patterns. The Michigan and Ohio studies provided funding for leadership style research. Because behaviour was visible, the behaviour approach was more scientific in its explanation. These investigations also revealed that leaders' behaviour was either democratic or autocratic. A democratic leader delegated authority and trust to his subordinates, whereas an authoritarian leader centralized control and used designation to wield power.

These researchers found that leadership conduct has a direct effect on institutional performance, which in turn has an impact on results Hariri (2011).

Another set of studies at Ohio State University found that leaders have two distinct behaviours: contemplation and starting structures (Horner1997). The leader who acts considerately values the needs and sentiments of his or her employees. He treats people with respect, values their thoughts, communicates gratitude, and considers their input when making decisions. A task-oriented leader is one who engages in the behaviour of initiating structures. His main concentration is on achieving the goal. When it comes to performance review, they adhere to very rigorous guidelines.

Although this technique filled in the gaps left by the characteristic approach, the region remains perplexing due to the overlap of several leadership behaviours (Hariri, 2010). As a result, the researchers went in separate paths with their research.

Contingency Theory

The behaviour approach lacked adequate knowledge to classify leaders as effective or ineffective (Hariri, 2010). Contingency theory is founded on the idea that the setting or situation in which a leader uses his or her leadership style is extremely important. The environment has a big impact on how effective a leadership style is. The researchers were inspired to look at the topic in new ways because of the gap in behaviour methods. The second step was to observe leadership behaviour in a variety of circumstances. In one scenario, leadership conduct may be effective, but in another, it may be ineffective. The task, structure, context, and nature of the followers are all key factors in leadership behaviour, according to this viewpoint.

Contingency Model, situational Model, Path Goal Theory, and the model of Vroom-Jagowere all developed using the core principles of this method to examine the relationship between situations and leadership behaviours. If a leader is successful in identifying the institution, situations, workers, and tasks, he or she will be able to employ the most effective leadership style to boost productivity and effectiveness.

2.6 Transactional Leadership Theory

Max Weber coined the term "transactional leadership." Bernard M Bass expanded on this topic in 1980. The basic philosophy/approach behind this leadership style is an exchange of one item for another. As a result, it can be described as a management leadership style. The transaction between the leader and the subordinate is at the heart of the philosophy. The leaders recognize the requirements of their followers and assign them specific goals to meet those needs.

Transactional leadership, as contrast to transformational leadership, is more concerned with adhering to policies and processes, even when bringing change and innovation to the institution. Transactional leaders aim to meet their goals by delivering lower-level incentives such as salary, bonuses, and allowances in exchange for completing a certain task (Hargis et al, 2001). Transactional leaders identify their subordinates' demands and then link them to their performance (Burn, 1978, Avolio, Bass, 2004). This allows them to express performance objectives to their followers. Many transactional theories have been studied by the researchers, but two of the most popular are Path-Goal Theory and Dyad Theory.

Because of its strong control over subordinates while ignoring their potentials, capacities, innovativeness, and emotions, transactional theory has become controversial. It was based on Maslow's Hierarchy of Human Needs' lowest level needs. Such a leadership style has a short-term impact on the institution; temporary performance can only be expected in the presence of the leader or in the presence of certain tangible incentives. These were the gaps in transactional theory of leadership that led scholars to investigate a new phenomenon of leadership in which the best human potential may be utilized for the benefit of institutions.

Types of Leadership Style

Leadership has deep impact on the listeners especially students. There are many types of leadership which have been used widely in the world. The following are the three major leadership styles very popular especially in the universities.

The Democratic Leadership

It's a style of leadership that everyone involved in the process of decision-making, with the leader carrying it out after the group agrees. Group meetings result in policies being put in place and tasks being completed. In this environment, both criticism and praise are acceptable. Subordinates are encouraged to identify problems and propose solutions by the democratic leader (Amzat & Ali, 2011). According to Tahseen's (2012) research, the university principal's democratic leadership style has no outcome on teachers' job tension, whereas educators who follow an autocratic leadership style are more stressed.

Democratic leadership style, according to Bhatti et al. (2012), had an encouraging influence on teachers' employee fulfillment and emotional state of ownership in both higher education institutions that includes private and public sector universities in Pakistan, where teachers were allowed to describe their fears and concerns, propose, and exchange their thoughts and perspectives. In learning institutions, democratic leadership approaches are interchangeable. Rather than being centralized at the top, it distributes power throughout the organization (Kawar, 2012).

Democratic leadership is a type of leadership that involves individuals in the decision-making process, with group consensus guiding the decision's execution. After group discussions, collective policy implementation and responsibilities are finished. In such a situation, criticism and praise from a democratic leader are permitted, which encourages the breaker to identify problems and provide solutions (Amzat and Ali, 2011). The Appreciation Study (2012) found that the democratic style of leadership of university administrators had no effect on teacher work stress. Teachers, on the other hand, place a strong premium on authority. Bhatti and others are among the others. According to the study (2012), democratic style of leadership had a good impact on teachers' professional happiness and feelings at both public and private university in Pakistan, where they were allowed to express their anxieties. Opinions and ideas in academic institutions, the terms "distributed leadership" and "democracy" are interchangeable. It is determined by power distribution at all levels of the institution, rather than by centralization (Kawar, 2012).

As a consequence of specific activities such as trust, collaboration, participation in making of decision, and solving the problem, the scattered style has the ability to encourage and support expansionary learning and active learning communities, as well as result in a higher level of involvement (Richmond & Manucour, 2010). Teachers are empowered and educated both inside and outside the classroom (Firestone & Martinez, 2007). This means that a group of leaders' works together to define roles, clarify positions, and carry out their responsibilities (Humphreys, 2010; Hulpia, et al., 2012).

Autocratic Leadership

Authoritarian teachers, according to Ardichvili & Kuchenke (2010) and Egwunyenga (2010), never accept worker decisions and are frequently far from them. It is often mentioned to as forcible leadership since it is obligatory on an institution (Baughman, 2008). Autocratic executives make decisions; nonetheless, learners' input can be sought at any time through the procedure, but it is rarely booked into account. This is the case because they are benign autocrats.

An authoritarian leadership style, according to Maqsood, & Baig (2013), is defined by individual regulator over all decisions and little learners' involvement. Autocratic leaders frequently make decisions based completely on their own judgments and views, without consulting their supporters. Autocratic leaders have complete, totalitarian control over their employees. According to Leadership Styles, authoritarian leadership entails little or no participation from group members; leaders make decisions; group leaders prescribe all work practices; and group members are rarely trusted with significant decisions or duties.

In some situations, such as when decisions must be taken rapidly without consulting a large group of people, autocratic leadership may be beneficial. When a certain type of leadership style is applied, nothing important can be accomplished. During military engagements, however, Maqsood, Bilal, & Baig (2013) argued that group members may adopt an autocratic form. Employees can focus on specific activities rather than making complex judgments, allowing them to become highly proficient at specialized jobs that benefit the organization.

Autocratic leadership can be good at times, but it can also be a cause of apathy, which is why autocratic leaders are frequently labeled dictatorial. Autocratic leadership, which stalks from learners' inability to contribute because they are not taken into account, may choke advanced ideas in institutions (Northouse, 2015). Several studies have found that under an autocratic society, there are insufficient imaginative solutions to problems. The term "classical leadership style" refers to autocratic leadership. It's a situation in which the leader has complete authority and control over decision-making. Staff employees are not allowed to express their opinions or discuss issues with the leader; instead, they are expected to execute orders and dictates without question. This is due to the implementation of a systematic set of rewards and punishments to create a motivating environment (Cherry, 2018). In recent years, autocratic leadership has been extensively criticized, with research showing that companies with a high number of authoritarian CEOs have more turnover and absenteeism than other institutions (Cherry, 2015). Autocratic leaders have been reported in the works to use intimidation and penalties to sway staff; they do not trust teams and do not allow them to participate in decision-making.

An autocratic leadership style, according to Gosnos & Gallo (2013), is defined by individuals who do not participate in decision-making; all decisions are made without the permission of the staff; and they control "with an iron hand." They are very firm in their beliefs and frequently refuse to justify their behaviour. Prior agreements with students are regularly disregarded by leaders.

They establish tasks and routines and are unconcerned with their employees' decisions and initiative. This supported Ovarhe's (2016) position that leadership is a shared responsibility that no single person in an organization should claim. The autocratic style is also marked by a leader's care carried out despite the concerns of his or her juniors. Autocratic leaders make decisions on their own, issue directives to their people, and assume them to carry them out based on one-sided, top-down communication. Leaders use their position to set the appropriate payment for their employees in order to inspire them.

A Style of Laissez-faire Leadership

It is defined as a leadership style in which the leader refuses to make decisions, is unavailable when needed, and refuses to accept blame for a lack of leadership skill (Biggerstaff, 2012). Laissez-faire leaders do not use authority and avoid doing things that are regarded as passive and ineffective (Bolda & Nawaz, 2010). While this method helps to create a pleasant working environment, it lowers morale and reduces group productivity (Raus & Haita, 2011).

In the 21st Century the leadership is: Transition and change leadership were two related concepts in leadership philosophy that emerged in the late twentieth century. The transaction's leader employs rewards and sanctions to ensure his followers' happiness and obedience, and he is willing to meet their needs if they can help the transaction achieve its objectives (Buchanan & Huczynski, 2004). Change Leadership is elaborated as a process that converts and converts individuals, in which believers' admiration, faith, allegiance, and gratefulness for leaders, as well as willingness and encouragement to collaborate with them.

This personality type helps people achieve their goals and promotes individual innovation and performance in the workplace (Ismail et al., 2010), (Kreitner & Kinicke, 2010). Given the changing leadership style and institutional leadership, change-seeking leaders ultimately influence alteration through a down-to-earth approach; numerous studies have investigated the effects of Leon's three leadership styles, as well as the effects of transition and change styles on institutional performance and student achievement. Democratic

leadership styles and reform, according to Biggerstaff (2012), have a positive impact on student learning. Lizzio et al. (2011) investigated the leadership styles of formal and informal instructors at 167 public institutions in Australia, finding that teacher behaviour and democratic leadership style aided students' achievement, citizenship, and peer relationships. They influenced the conversation. These findings were consistent with Chu & Kuo's (2012) findings, which revealed that leadership behaviour has an impact on performance. While Chaudhry & Javed (2012) investigated whether leadership style encourages employees by focusing on change, transition, and lease fair leadership styles and highlighting the stimulation impacts in the Pakistani banking sector, Chaudhry & Javed (2012) investigated whether leadership style encourages employees by focusing on change, transition, and lease fair leadership styles and highlighting the stimulation impacts. On the other side, it was determined that changing leadership was advantageous. There was a strong and meaningful connection to the promise, but there was also a lack of enthusiasm for the Licensing Fair. In Pakistan, Bodla & Nawaz (2010) examined state and private colleges and universities, focusing on transitional and transformational leadership styles.

The study's findings revealed that public universities used the transition strategy more than private universities, and that in both sectors, the leadership style was more inspiring than the transformation approach. Although Azmat & Ali (2011) found a substantial positive link between Laissez-Faire's style of leadership and academic staff self-efficacy at the institution investigated, there is also a favorable link between student accomplishment results and a meaningful connection between them. The university's academic staff's self-efficacy and democratic and authoritarian leadership styles were investigated. Marie (2008) showed a substantial positive correlation between change-driven behaviour and HR performance in a study of pharmaceutical enterprises in Jordan (Mahnaz, et al., 2023).

Teachers Performance Indicators

Academic achievement among Pakistani students is declining year after year, particularly in public university. Examining the external findings is the simplest way to assess this reduction in student academic achievement. With each passing year, the crisis in Pakistan becomes more serious. Human resource development has become a critical component of every country's economic progress. The most important source of this resource is university.

This is the main reason why university officials are considered responsible in this situation. Effective university leaders, in particular, have a huge impact on student achievement (Gurr, Dry Sadal & Mulford, 2005). Teachers who work for a good administration are more likely to be happy in their jobs (Nguni et al, 2006, Cerit). There is a relationship between leadership styles and job satisfaction, according to studies (Ejimofo, 2007). Numerous investigations have been led in this field, and the results demonstrate that leadership styles and job satisfaction are strongly linked (Packard & Kauppi, 1999).

Job satisfaction is an important factor in people's lives and workplace productivity (Ismail et al, 2010). Job satisfaction boosts productivity by fostering a sense of responsibility and dedication in the pursuit of long-term professional objectives (Haether, 2007). According to Evans (1998), poor salaries, low socioeconomic status, growing class sizes, and drastic changes in the educational system are all factors. The teaching profession is facing an "epidemic" of discontent as a result of the aforementioned difficulties (Ismail, 2012). As leaders, principals are accountable for fostering a pleasant professional and learning environment for instructors and students. If teachers are unsatisfied and not producing good results and students are not displaying good learning, the entire burden of duty lies on principals (Wetherel, 2002). The leadership style of the principal, in particular, has a substantial and positive impact on teacher job approval (Ejiofor, 2007; Nguni et al, 2006) Teachers who are happy with their jobs are more likely to be enthusiastic about teaching and devote more time and attention to it (Nguni et al, 2006).

As a result, cheerful and productive instructors are a critical factor of educational success (Firman & Tola, 2008) and can help students succeed as a key indicator of university success. Because the teacher implements

all of the university authorities' (principals') policies and plans, the teacher's role is extremely important in the academic achievement of the students (Afe, 2001). An outstanding teacher is one who is capable of achieving positive outcomes. Countries spend a lot of money to educate high-quality students (Mahnaz & Kiran, 2024a). Ugborugbo in Nageria performed research in 2009 to examine if a good teacher had an impact on pupils' academic performance. They discovered that the performance of pupils taught by ineffective, moderately effective, and very effective teachers does not differ much (Ugborugbo, 2009). The effectiveness of a principal's instructors is directly proportional to the success of his or her leadership style. Teachers become more effective when their efforts are recognized and their views are taken into account when making decisions (Wetherel, 2002). In industrialized countries, these locations are highly researched, but Asia, particularly Pakistan, needs to be thoroughly probed.

What is Behavior?

The behavior of a person can be seen, measured, and replicated. When we talk about behavior, we're talking about specific actions. There is no mention of personal motivation, mental processes, or feelings.

The main drive of the study was to see how three leadership styles (democratic, autocratic, and laissez-faire) affected students' behavior. This study's research design included a research plan, a sample population, a data gathering strategy, and a data analysis strategy. The study was a descriptive in nature with a survey approach in which the data was collected using a questionnaire.

Study Population

All the teachers and students of the universities formed the population of the present study. Teachers and students of University of education Lahore were the sample population of the study.

Sample of the Study

Due to a lack of resources and time duration, the study was done in four campuses of a university of education in Punjab's province. Four hundred students were chosen randomly from the faculties of Education, Mathematics, Chemistry, and English departments using a simple random sampling method. A total of 400 questionnaires were thoroughly examined.

Students Data Table

Campus Name	Frequency	Percentage
Attock	100	25%
Bank Road Lahore	100	25%
Joharabad	100	25%
Township	100	25%
Total	400	100%

Tool of the Study

A self-made questionnaire was developed to assess the leadership style and another questionnaire was developed to assess the behavior of the students. Democratic leadership style questions range from 1 to 9, 2. Autocratic leadership style questions range from 10 to 17, and 3. Laissez-faire leadership style questions range from 18 to 25. The questionnaire's final portion, which comprised items ranging from 26 to 37, observed the outcome of leadership style on altering learners' behavior. ALikert scale of one to five, (Strongly disagree) to five (strongly agree) was used to assess the style and behavior of the students.

Pilot Testing

The questionnaire's reliability was tested in a pilot study. The purpose of the pilot study was to determine the adequacy of the questionnaire and to identify somewhat flaws which might arise throughout the data collection procedure. As a result, 74 students (male and female) were chosen at randomly from university of Education Attock campus for pilot testing. Reliability of the questionnaire was 0.89.

Validity

Validity is a crucial aspect of data analysis and quality. The questionnaire was presented to the five-professional staff of the University of Education's Attock campus for validation of the study tool. On their notes, the necessary suggestions and adjustments were made.

Reliability

Cronbach Alpha was used to evaluate student responses in order to ascertain the questionnaire's internal consistency (reliability). For each of the three styles leadership (democratic, autocratic, and laissez-faire) and their impact on altering students' behavior, the Cronbach alpha coefficient was considered. The Cronbach Alpha value was 0.891, indicating that the information is quite reliable. Table 2 shows that all of the Cronbach alpha values were greater than the minimum allowable percentage of 60.

Table 1: Cronbach Alpha Coefficient

Variables	Cronbach Alpha
Democratic leadership style (1-9)	0.766
Autocratic leadership style (10-17)	0.716
Laissez-faire leadership style (18-25)	0.767
Leadership style impact on student behavior (26-37)	0.734

Data Collection Procedure

After obtaining permission from the respective campus administrators, the researcher circulated the questionnaire, and data was collected during a private visit to the four campuses indicated.

Data Analysis

After collection of data, data was analyzed by descriptive statistics of means and standard deviations. Simple linear regression was used to test the hypothesis by using SPSS.

Results

The arithmetic mean as well as standard deviation was determined after data collection to reveal sample patterns in relation to the research hypothesis, and simple regression had been used to test the hypothesis.

Table 4.1 Gender of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	97	24.3	24.3	24.3
Female	303	75.8	75.8	75.8
Total	400	100	100	100

The gender distribution of the students is seen in this table. The total number of students in the sample was 400, with 93 males and 303 females responding to the survey. The below table reveals the story about the means and standard deviation of the students behaviour related responses.

Table 4.2 Means and Standard Deviations of Responses of Students Behavior

	Mean	Standard Deviation
Democratic Leadership Style	15.822	4.06
	4.035	1.06
	4.165	0.88
	4.015	1.00
	3.607	1.12
Autocratic Leadership Style	14.059	4.428
	3.605	1.066
	3.699	0.994
	3.690	1.008
	3.065	1.360
Laissez-faire Leadership Style	13.124	4.933
	3.607	1.223
	2.987	1.288
	2.990	1.193
	3.540	1.229

The responses' overall averages and standard deviations are shown in the table above. All means of (democratic leadership style) were discovered to be above board (4). Students believe their lecturers are democratic leaders, based on these findings. The overall mean of increasing creativity and innovations was 4.015, with a standard deviation of 1.006. The mean of pleasant relationship between instructor and students was 4.16, with a standard deviation of 0.885.

This table demonstrates that all of the tools of autocratic leadership style are being used to their full potential. According to the responder, with a mean of 3.605 and 1.066 standard deviation, there is a direct control and tied follow up of directions and measures in campus, and their instructor employs centralized authority and decision making with a mean of 3.69 and a standard deviation of 0.994. With a mean of 3.065 and a standard deviation of 1.360, the instructor employs threat and punishment to promote student performance. Therefore, all forms of laissez-faire leadership are less effective than mean value of (4). And it obtained the lowest mean score indicating that this leadership style is not suitable on the campuses assessed.

Table 4.3 Results of correlation between Democratic Leadership Style and students Behavior

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Democratic style	0.545 ^a	0.297	0.295	5.46323

a. Predictors: (Constant), DL

This table provides us descriptive statistics about regression that includes correlation value, “R-square” and adjusted “R-square” and error estimation. Table 4.3 demonstrates that the “R-square” value is 0.297, indicating that our (Democratic leadership style) independent variable is responsible for a 29.7% change in the dependent variable (students behavior).

Table 4.4 ANOVA Hypothesis Testing

		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	5013.799	1	5013.799	167.984	.000 ^b
	Residual	11879.079	398	29.847		
	Total	16892.877	399			
a. Dependent Variable: BR						
b. Predictors: (Constant), DL						

Results show regarding hypothesis testing in table 4.4. It discloses that the regression equation is significant i.e. F=167.984, P=0.000 hence above mentioned Ho is rejected and there is an important link between democratic leadership style and students behavior.

Table 4.5: Coefficients Results of Democratic Leadership Style and Students Behavior

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	19.581	1.829		10.707	.000
	DL	.657	.051	.545	12.961	.000
a. Dependent Variable: BR						

The coefficients outcomes have been shown in Table 4.5 with the beta value of 0.657, which means that changing (Democratic Style) independent variable by one unit, will alter the dependent variable by 0.657 units. Furthermore, the beta value is positive; indicating that there is a positive affiliation between the independent and dependent variables, or, in other words, when one unit increase in Democratic style is predicted to increase by 0.657 units keeping other variables constant.

Table 4.6 Result of Correlation of Autocratic Leadership Style and Students Behavior

	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.685 ^a	0.469	0.468	4.74621
a. Predictors: (Constant), AL				

As shown in the table no 4.6, we can see that R-square value is 0.469, which means that our independent variable i.e. autocratic leadership style causes 46.9% change in the dependent variable i.e. students behavior

Table 4.7 ANOVA Results of Hypothesis Testing

		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	7927.315	1	7927.315	351.910	.000 ^b
	Residual	8965.562	398	22.527		
	Total	16892.877	399			

a. Dependent Variable: BR
b. Predictors: (Constant), AL

Results show regarding hypothesis testing in table 4.7. It discloses that the regression equation is significant i.e. $F=351.910$, $P=0.000$ hence above mentioned H_0 is rejected and there is an important link between autocratic leadership style and students behavior.

Table 4.8: Coefficients Result of Autocratic Leadership Style and Students Behavior

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	17.468	1.382		12.635	0.000
	AL	.888	.047	.685	18.759	0.000
a. Dependent Variable: BR						

The coefficients outcomes have been shown in Table 4.8 with the beta value of 0.888, which means that changing (Autocratic Style) independent variable by one unit, will alter the dependent variable by 0.888 units. Furthermore, the beta value is positive; indicating that there is a positive affiliation between the independent and dependent variables, or, in other words, when one unit increase in Autocratic style is predicted to increase by 0.888 units keeping other variables constant.

Discussion

The study's objectives were to assess the impact of 3 styles of leadership (autocratic, laissez-faire, and democratic) on university students' behavior in the University Education Lahore, Punjab, Pakistan. The research was carried out on four campuses of the University of Education Lahore. The democratic leadership style was considered to have an affirmative effect on changing pupils' conduct. This outcome was in line with a great expectation to the outcome of (Voegtlin et al., 2012; Lizzio et al., 2011).

This reaffirmed the importance of the democratic method in the teaching/learning process. Democratic style had good impact on students' behaviour, knowledge and commitment. The study's findings are in line with (Chu & Kuo, 2012 & Bhatti et al., 2012) findings. They found that the style of democratic leadership practices had a favorable effect on improving the inner bond in an institution of Taiwan (Mahnaz & Kiran, 2024b).

Further, Tahseen's findings (2012) indicated that principals which were employed in autocratic leadership style enhanced more job stress among teachers than those who utilized a democratic leadership style. The findings suggested that the other two types have an impact on changing pupils' behavior. $R= 0.685$ and 0.534 , respectively, for the connection between autocratic and laissez-faire styles, whereas P-values for both types were below $0.05 = 0.000$.

The conclusions of (Raus & Haita, 2011) were corroborated by the results of the autocratic style of leadership (Biggerstaff, 2012). This suggested that this style of leaderships a lesser amount of original, and has resulted in a continuous state of burden and displeasure, confrontation, and a drop in the leaders' interest in their juniors.

The findings of the laissez-faire style of leadership are indicated by (Bolda & Nawaz, 2010, Raus & Haita, 2011). According to these studies, this type of leadership is an inefficient style of leadership that lowered self-esteem and productivity.

The conclusions of present study collaborated the study of Azmat & Ali (2011), they found that the laissez-faire approach had a strong association with teachers' self-made efficiency in a University of Malaysian Islamic.

The findings of the present research study reveal that democratic leadership is the best one to deal the new learners because it can enhance and enable learning through esteem, faith, collaboration, participation, and a high level of responsibility and pledge from both teachers and students (Mahnaz & Kiran, 2024c).

Summary

Leadership can change the fate of the followers and thus the society. Leadership in the field of education has more impact to bring change than in other fields. Therefore, academic leaders need more care and responsibility to deal the students. The Purpose of the study is to find out leadership style that is mostly used by the faculty members in the campuses of the University of Education Lahore and its effects on students' behavior. Three styles of leadership i.e. Democratic, Autocratic and Laissez-faire styles were chosen to be analyzed. Due to the lack of resources and time duration four campuses were listed (Attock, Bank road, Joharabad, and Township) and total one hundred students from each campus were randomly selected from the faculty of Education, Mathematics, English and Chemistry departments. The population was selected through the use of simple random sample method. A valid and reliable questionnaire was distributed among four hundred students. All the four hundred questionnaires were analyzed by the model of simple linear regression. The results of the data revealed that the majority of the teachers used democratic style of leadership in the four campuses of the University of Education Lahore with a highest mean (4.165) while the simple regression results shows that all the three leadership styles had an effect on the students' behavior. The administration of the university may implement the democratic leadership style as the study suggested the best one. Though some of the academic staffs were more inclined to autocratic leadership style. This study recommended for the future researchers to get more reliable result by including all campuses of the University of Education as well as increase the students sample size.

The entire hypothesis was tested and the result shows that all hypothesis were significant, which means that the P-value was below 0.05. Therefore, all the hypothesis was accepted which shows that all the leadership styles had impact on students' behavior modification. The democratic style of leadership had highest impact on student's behavior modification.

Conclusions

The main objective of the study was to find out the impact of different styles of leaderships on students' behavior in the University of Education, Lahore. From the results, all the leadership style had impact on the student's behavior. The democratic style of leadership was used majority of the teachers and it had impact on the behavior of the students.

The autocratic leadership style had also impacts on student's behavior with a means of (3.699), with a significance p-value (0.000) which was less than $p < 0.05$. The laissez-faire style had less effect on the student's behavior with a mean of (3), with a significance value.

Recommendations

Future research may be conducted on other sample. Collaborative techniques may be used in classroom to enhance the cooperation and democratic style among students and staff. More facilities may be provided in universities to promote democratic style of leadership. Refresher courses, seminars may be arranged to train teachers in useful style.

Future research should look into different leadership styles, such as three styles leadership (Democratic, Autocratic and Laissez-faire) in all campuses of the University of Education Lahore, with a broad student 'sample.

It is suggested that the study's findings reveal that the democratic style of leadership is the best for instructors to use in coping with students' changing behavior in the modern day. Through esteem, faith, collaboration, participation, and a high level of responsibility and dedication from academic staffs and students, this method is able to increase and facilitate learning.

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