Principals Transformative Leadership Approach and Teachers Discipline in Secondary Schools in Fako Division of The South West Region of Cameroon

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Abstract: This study was designed to examine the impact of principals' transformative leadership approach on teachers' discipline in secondary schools in Fako Division, South West Region of Cameroon. The study was guided by one objective which examined how principals' transformational leadership approach impacts teachers' discipline in secondary schools in Fako Division. The Contingency Leadership Theory by Fiedler F. E. (1964) was used for the study. The mixed method approach was used most specifically the explanatory sequential design. A questionnaire and interview guide were the instruments used for the study. The questionnaire consisted of closed ended questions for teachers while the interview guide for principals. consisted structured questions. The sample population for the study was made up of 50 teachers and 3 principals in secondary schools in the Fako Division. The purposive and simple random sampling techniques were adopted for the study. Data from the closed ended questions were analysed using SPSS 23.0 with the aid of descriptive and inferential statistical tools while interview was analysed thematically. The Spearman's rho tool was used to test the research hypotheses formulated in the study. Findings show that a significant

majority (70%) feel motivated under transformational leadership, while only 30% disagree. The hypothetical statistics showed that there is a significant, positive and moderate influence on transformational leadership approach on teachers' discipline in secondary schools in the Fako Division. (R- value 0.207**, p-value < 0.001 < 0.05). The positive sign of the correlation value implies that Principals transformational leadership approach will encourage teachers' discipline on school matters and this is supported with an explanatory power of 32.9% (Nagelkerke statistics= 0.329). Thus, the null hypothesis was rejected while the alternative which states that, there is a significant influence transformational leadership approach on teachers' discipline in secondary schools in Fak Division. Therefore, it was generally recommended that, for the effective school functioning, principals should endeavor to implement discipline and relate with the teachers for an active school performance.

Keywords: Transformational Leadership Approach, Teachers Discipline, Secondary schools and Fako Division, Cameroon.

Introduction: Teachers' discipline in secondary schools is a crucial factor that directly influences the quality of education and student outcomes. Effective discipline among teachers encompasses not only adherence to professional standards and attendance but also a commitment to fostering an engaging and productive learning environment. Research indicates that teacher discipline is essential for creating a stable classroom atmosphere, which, in turn, enhances student motivation and academic achievement (Dreikurs & Soltz, 2013). In the context of the Fako Division of the South West Region of Cameroon, the challenges related to teacher discipline have become increasingly pronounced, necessitating a closer examination of the leadership approaches employed by school principals.

Transformational leadership, characterized by its focus on collaboration, vision, and professional development, presents a viable framework for addressing issues of teacher discipline. According to Leithwood and Jantzi (2008), transformative leaders inspire and engage teachers, fostering a sense of ownership and accountability within the educational setting. In the Fako Division, principals who adopt

transformative leadership practices can potentially cultivate a culture of discipline among teachers, thereby enhancing overall school effectiveness. However, the effectiveness of these leadership approaches remains contingent upon various contextual factors, including socio-economic challenges and institutional support.

Despite the recognition of the importance of transformative leadership, many schools in the Fako Division continue to struggle with maintaining teacher discipline. Reports indicate that a significant proportion of teachers exhibit unprofessional behavior, which adversely affects classroom dynamics and student performance (Ministry of Secondary Education, 2022). This persistence of disciplinary issues underscores the need for a comprehensive understanding of how principals' leadership styles can be leveraged to improve teacher conduct. Thus, this study aims to explore the relationship between principals' transformative leadership approaches and teachers' discipline in secondary schools in the Fako Division, ultimately contributing to the development of effective strategies that enhance educational outcomes in the region.

In essence, in an educational environment, transformative leadership by principals is expected to foster a culture of discipline among teachers, leading to improved student outcomes and a positive school climate. Transformational leadership emphasizes collaboration, shared vision, and professional development, which are essential for cultivating a disciplined teaching workforce (Leithwood & Jantzi, 2008). However, in the Fako Division of the South West Region of Cameroon, the reality is starkly different. Many secondary schools experience challenges related to teacher discipline, including absenteeism, lack of commitment, and inadequate adherence to educational standards. According to a recent survey, approximately 40% of teachers in the region reported instances of unprofessional behavior, which negatively impacts student engagement and learning (Ministry of Secondary Education, 2022). The consequences of this lack of discipline among teachers are profound. It not only affects the quality of education delivered but also undermines the authority of school leadership and erodes trust between educators and students. Disruptions in the classroom, coupled with high rates of

teacher absenteeism—reported at 25% in some institutions—have led to significant declines in student performance and retention rates (UNESCO, 2023). As a result, the overall effectiveness of secondary education in the Fako Division has been compromised, posing a serious barrier to achieving national educational goals and improving socio-economic conditions in the region.

In response to these challenges, the government of Cameroon has implemented several initiatives aimed at enhancing school leadership and teacher accountability. Programs such as the "Teacher Professional Development Framework" have been introduced to provide training and support for school leaders in adopting transformative leadership practices (Ministry of Education, 2021). Despite these efforts, the problem of teacher discipline persists, highlighting gaps in implementation and the need for sustained support and monitoring. Many principals still face difficulties in exercising their leadership roles effectively due to insufficient resources and lack of authority, resulting in ongoing challenges related to teacher discipline in secondary schools across the Fako Division. This situation calls for a comprehensive investigation into the interplay between principals' leadership approaches and teachers' disciplinary practices to identify effective strategies for improvement. By addressing this gap, the research aims to provide insights that could inform better leadership practices and contribute to improved educational outcomes in the Fako Division.

This study has as major objective to evaluate principals' transformative leadership approach and its effect on teachers' discipline in secondary schools in Fako Division. Aim as answering the question;

To what extent does principals' use of transactional leadership approach influence teachers' discipline in secondary schools in Fako Division of the South West Region of Cameroon?

One research hypotheses guided the study.

Literature Review

Transformational leadership, first introduced by Burns in 1978, has garnered significant research attention due to its four core elements: charismatic role modeling, individualized consideration, inspirational motivation, and intellectual stimulation (Gumusluoglu & Ilsev, 2009). Charismatic leadership fosters loyalty and a shared mission among followers, while individualized consideration emphasizes the importance of understanding and addressing the unique needs and skills of each team member. Inspirational motivation involves leaders articulating a compelling vision and energizing followers to achieve shared goals, whereas intellectual stimulation encourages innovation and the enhancement of followers' capabilities (Hayward, Goss, & Tolmay, 2004; Leach, 2005; Kirkbride, 2006; Gumusluoglu & Ilsev, 2009). The transformational leadership approach advocates for leaders to prioritize collective goals over individual interests, guiding change through influence and inspiration (Benard, 2000). This model shifts the principal's role towards fostering a collective vision and motivating organization members to achieve exceptional performance. Unlike traditional leadership styles that focus on transactional exchanges, transformational leadership emphasizes the commitment and capacity of team members, suggesting that higher personal investment in organizational goals leads to increased effort and productivity (Leithwood, Jantzi, & Steinbach, 1999).

The transformative leadership approach, particularly in the context of secondary schools, has been extensively studied for its impact on various educational outcomes, including teachers' discipline. Transformational leadership is characterized by the ability of principals to inspire and motivate teachers to exceed their own self-interests for the sake of the school and its students. This leadership style fosters a collaborative environment where teachers feel valued and empowered, which can lead to improved discipline among staff and students alike. Principals who embody transformational leadership are characterized by their ability to establish a clear school vision, motivate through example, and cultivate a culture of intellectual engagement (Shatzer, 2009; Leithwood, 1994; Robinson, Lloyd, & Rowe, 2008). Leithwood (1994) outlines eight dimensions of transformational leadership, including setting school goals, fostering a productive culture, and supporting individual development. While Caldwell and Spinks

(1992) emphasize the importance of transformational leadership for achieving higher educational outcomes, critics like Chirichello (1999) and Allix (2000) caution against the potential for this model to exert control over teachers and foster despotic leadership due to its charismatic nature, raising ethical concerns regarding its application in democratic educational environments.

Research indicates that transformational leaders significantly influence the school culture, which in turn affects teachers' behavior and discipline. For instance, Leithwood and Jantzi (2000) found that transformational leadership positively correlates with school effectiveness, as it enhances teachers' commitment and morale. When principals adopt a transformational approach, they create a supportive environment that encourages teachers to adhere to disciplinary standards and engage in professional development, ultimately benefiting the entire school community. Moreover, transformational leaders are known for their ability to articulate a clear vision and set high expectations for their staff. This clarity of purpose can lead to increased accountability among teachers, as they are more likely to align their behaviors with the school's goals. According to Vagu and Stegăroiu (2006), transformational leaders motivate teachers by emphasizing the importance of their contributions to the school's success, which fosters a sense of ownership and responsibility regarding discipline and professional conduct.

The emotional intelligence of principals also plays a crucial role in their effectiveness as transformational leaders. Bush (2003) argues that principals who are aware of their strengths and weaknesses in emotional intelligence can better manage their relationships with teachers, leading to improved discipline. By understanding and addressing the emotional needs of their staff, transformational leaders can create a more cohesive and disciplined teaching environment. However, the transformational leadership approach is not without its challenges. Coleman (2000) notes that while transformational principals can inspire and motivate, they may also inadvertently overwhelm teachers with high expectations, leading to burnout and decreased morale. This highlights the importance of balancing high standards with realistic support for teachers, ensuring that the drive for excellence does not compromise their well-being or discipline.

Furthermore, the effectiveness of transformational leadership in promoting teachers' discipline can vary based on the individual characteristics of the principal and the specific context of the school. Bass (1997) emphasizes that transformational leaders must adapt their strategies to fit the unique needs of their school environment. This adaptability is crucial for addressing the diverse challenges that secondary schools face, particularly in maintaining discipline among teachers and students. In addition, the role of collaboration in transformational leadership cannot be overstated. Research by Ling, Chia, and Fan (2000) suggests that transformational leaders who engage teachers in decision-making processes foster a sense of community and shared responsibility. This collaborative approach not only enhances teachers' commitment to the school's disciplinary policies but also empowers them to take an active role in shaping the school culture.

Despite the positive aspects of transformational leadership, it is essential to recognize the potential risks associated with over-reliance on the principal. Bell (2013) warns that if a principal is frequently absent or fails to maintain their commitment, the entire structure of discipline within the school may collapse. Therefore, it is vital for transformational leaders to establish systems that promote sustainability and shared leadership among teachers. Bass (1997) identifies four essential components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This approach is vital for principals as they navigate the complexities of 21st-century educational challenges, adapting to changes and promoting initiatives effectively (Ling, Chia, & Fan, 2000). Transformational leadership not only influences school culture and vision but also enhances decision-making processes and encourages higher levels of commitment and moral development among teachers and students (Bass, 1998; Burns, 1978). Ultimately, this leadership style emphasizes collaboration and communication, allowing principals and teachers to achieve shared goals while fostering a productive educational environment.

Transformational leadership significantly impacts teachers and the overall school environment by reshaping values, aspirations, and school culture. Unlike transactional leadership, which is based on concrete exchanges, transformational leadership relies on the principal's personality and character traits to inspire change through a compelling vision and significant objectives. Research indicates that principals can enhance their leadership effectiveness by improving their emotional intelligence and behavior, particularly regarding teacher discipline (Bell, 2013). This leadership style, often synonymous with charismatic leadership, is identifiable but may be perceived as less tangible compared to other approaches. Transformational principals actively inspire their teachers to pursue school goals with enthusiasm and commitment. They focus on enhancing teacher morale and discipline by leveraging their passion and charisma to motivate staff. While they may sometimes adopt authoritarian behaviors to secure followers for their initiatives, transformational leaders fundamentally aim to foster a collaborative and supportive environment (Coleman, 2000). This approach helps teachers recognize their strengths and weaknesses, which is crucial for improving discipline and promoting a positive school culture in the 21st century.

The personal touch that transformational leaders bring to their interactions with teachers is essential for fostering discipline within schools. By reaching out to staff members aligned with the institutional vision, principals can encourage a culture of commitment and motivation. However, a notable drawback of this leadership style is the reliance on the principal; if the leader is frequently absent, the institution risks instability. Therefore, a committed and trustworthy principal is critical for maintaining discipline and guiding teachers effectively (Bell, 2013). Transformational leadership, while identifiable, may lack the tangible qualities of other leadership styles (Bell, 2013). Burns (1978) emphasized that transformational leaders motivate followers through reciprocal exchanges, recognizing and fulfilling their needs. Bennis and Nanus (1985) described transformational leaders as "managers" who integrate team members' ideas to make decisions collaboratively. Bass and Avolio (1985) further defined transformational leaders as those who respond to their followers' needs while maintaining a focus on achieving shared goals. This style can involve psychological manipulation through rewards and punishments, as leaders strive to understand and meet their followers' needs to foster motivation and drive performance (Gronn, 1995; Campbell, Gold, & Lunt, 2003).

Bass et al. (2003) agreed that transformational leaders influence followers through the exchange of praise and rewards as well as punishment: however, they also argued that the transformational leader must always offer followers recognition, praise and rewards when the desired outcome has been achieved. The transformational leaders work efficiently with followers, contract defining work objectives and reward responsibilities through a strong work ethic and knowledge of content and respect from those they lead. Specifically, transformational leadership consisted of three core components: contingent reward, management-by-exception (active and passive) and laissez-faire leadership (Bass & Avolio, 1994).

According to Lakshmi (2020), the following are advantages of transformational leadership:

Transformational leadership is grounded in the establishment of strong relationships, emphasizing the importance of honest and transparent communication among team members. According to Bell (2013), these leaders focus on building healthy relationships that minimize internal conflicts and nurture unique talents within the team. By fostering harmony, transformational leaders create an environment conducive to collaboration and collective growth, which is vital for achieving organizational objectives.

One of the hallmarks of transformational leaders is their ability to influence rather than exert authority. They model the behaviors they wish to see in their team, thereby earning trust and respect while effectively guiding their colleagues toward shared goals (Bell, 2013). Their enthusiasm and charisma are contagious, motivating employees to engage with the organization's vision. Effective communication plays a crucial role in this process, as it directly impacts employee engagement and satisfaction.

Transformational leaders also prioritize learning and creativity, encouraging team members to step outside their comfort zones and embrace new challenges. This continuous growth is essential for both individual and organizational success, as stagnation can hinder progress (Bell, 2013). By keeping employees engaged and open to new learning opportunities, transformational leaders contribute to a culture of innovation that benefits the entire organization.

Despite the benefits of transformational leadership, several challenges can arise. A significant concern is the potential for a lack of focus, as the emphasis on inspiration can lead to ambiguity regarding specific tasks and responsibilities (Bell, 2013). To mitigate this issue, transformational leaders should set clear expectations and help team members establish actionable daily goals, ensuring that productivity remains high.

Another challenge is the risk of burnout among employees who may feel overworked without external validation. Transformational leaders must be vigilant in promoting work-life balance and recognizing individual achievements to maintain morale and prevent exhaustion (Bell, 2013). Encouraging the use of benefits and time off can help sustain motivation and prevent burnout.

Additionally, transformational leadership often requires constant communication to maintain engagement and motivation among team members. This ongoing requirement can be demanding, particularly in larger organizations (Bell, 2013). Leaders can manage this by scheduling regular check-ins and updates, ensuring that communication remains consistent and manageable.

Favouritism can also emerge as a challenge in transformational leadership settings, as leaders may naturally gravitate toward more integral team members, leaving others feeling overlooked (Bell, 2013). Implementing equitable professional development opportunities can help mitigate feelings of exclusion and promote a more balanced approach to team development.

Finally, transformational leaders may inadvertently overlook important details while focusing on long-term goals. This oversight can lead to ineffective execution of projects (Bell, 2013). To counteract this tendency, it is essential to delegate responsibilities for specific tasks and establish systems for tracking progress, ensuring that essential details are not neglected in the pursuit of broader objectives. While transformational leadership offers numerous advantages in fostering strong relationships and motivating teams, it also presents challenges that must be managed carefully. By addressing issues related to focus, burnout, communication, and fairness, transformational leaders can create a dynamic and productive work environment that supports both individual and organizational growth.

According to the researcher, principal can use transformational leadership approach to handle to enhance discipline by sorting some members of Teachers' to demonstrates their Charisma to others by motivating them to work in collaboration with the principal in training workshops at the end of the month. Topics such as pedagogic disciplines, discipline and morals. Transformational leadership teacher gives the task to the workers to work collaboratively. Law No. 98?004 14 April 1998, section 37 (1) state that, the teacher shall be the principal guarantor of quality education which means that for Cameroon to achieved National Development by 2035, teachers' need to be attracted and retained in their profession since education is the back born for every economy.

This study was linked to Contingency Leadership Theory by Fiedler F. E. (1964) with its central idea that, effectiveness depends on two interacting factors: leadership behaviour and the degree to which the situation gives the leader control and influence. This theory is a combination of the contingency and situational theories that implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task, situation and the degree to which the leader's personality fits the group (Sybil, 2000). In a typical school milieu, the principal cannot assume all his functions alone, but need assistance from subordinates like teachers, vice principals, discipline masters, as well as other auxiliary staffs. By delegating powers to teachers in schools, the

principals share the burden of leadership as such getting teachers involved in management, which keeps them disciplined.

Context/Research Gap

Despite the increasing emphasis on effective leadership in educational settings, there remains a significant gap in understanding how different principals' leadership approaches influence teachers' discipline in secondary schools, particularly within the Fako Division of the Southwest Region of Cameroon. Existing literature primarily focuses on general leadership styles without adequately addressing the specific context of Cameroon's educational landscape, where cultural, social, and economic factors may uniquely shape leadership dynamics and disciplinary practices.

Furthermore, while some studies highlight the importance of leadership in promoting a positive school climate, there is limited empirical research exploring the direct relationship between specific leadership approaches such as transformational, democratic, and servant leadership and teachers' adherence to disciplinary policies. This gap presents an opportunity to investigate how principals' leadership approaches affect teachers' motivation, accountability, and behavior, thereby impacting overall school discipline. Addressing this gap could provide valuable insights for educational stakeholders, aiding in the development of tailored leadership training programs that enhance teacher discipline and, ultimately, student outcomes in the region.

METHODS AND MATERIALS

The study employed the explanatory sequential design to investigate Principals' leadership approaches and its effect on teachers' discipline in secondary schools in Fako Division, South West Region of Cameroon. The sample population was made up of 55 participants determined through both the purposive sampling technique and the simple random sampling technique. The purposive sampling technique was used to choose the 5 principals while the simple random sampling was employed to choose the 50 teachers to bring forth in depth information on the influence of leadership approaches on teachers' discipline. A self-administered questionnaire was used to collect data from teachers and while an interview guide was used to gather information from principals on the basis of principals' use of transformational leadership approach and principals' use of democratic leadership approach on teachers' discipline in school.

The questionnaire and interview incorporated items concerning the aspects of transformational leadership approach and democratic leadership approach in secondary schools on teachers' discipline. The instruments were pilot-tested with a small sample of educational stakeholders who were not part of the total sample to ensure clarity and relevance. According to Uma Sekaron (2003), dependability values below 0.60s are bad, those in the 0.70s are acceptable, and those in the 0.80s and beyond are excellent. The study's reliability value of the questionnaire was examined as seen below.

Table 1: Reliability of Questionnaire

Variables	Cronbach's Alpha
Transformational leadership approach	0.756
Democratic leadership approach	0.771

The table above present the reliability test conducted on both variables. The test revealed that, both variables earned a coefficient value of 0.756 and 0.771

validating the questionnaires reliable for data collection. The study beckoned for ethical authorisation from the school authorities and consent was obtained

from all participants before data collection process. Data collection took place over a two-week period in March 2025. Data from the close ended questions was analysed using SPSS 25.0 with the use of descriptive and inferential statistical tools while open ended questions were analysed thematically. A lone chi-square test was conducted at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error to judge the influence of transformational leadership approach and democratic leadership approach on teachers' discipline in secondary schools in the Buea municipality.

FINDINGS AND DISCUSSIONS

The findings of the study were presented and supported by literature and the works of other researchers.

DEMOGRAPHIC DATA

Among the total participants who took part in this study, 65% were made up of teachers, 35% constituted principals. Gender wise 60% of the participants was made up of females while 30% of the participants was made up of male population. With reference to longevity in service for teachers, and principals, 46.0% have worked for less than 5 years, 10% have worked for 5-10 years, 20.0% have worked for 11-15 years, 12.0% for 16-20 years and 8.0% for above 20 years. The above statistics revealed that the participants have huge experience to ditch out quality information on principals' leadership approaches and teachers' discipline in secondary schools in Fako Division of the South West Region of Cameroon.

To investigate the extent to which principals' use of transformational leadership approach impacts teachers' discipline in secondary schools in Fako Division

The table below depicts Teachers' opinion on transformational leadership approach on teachers' discipline.

Table 2: Teachers' perecption on transformational leadership approach and its impact on teachers' discipline

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
I feel more motivated to maintain discipline when led by a transformational leader	24 (48.0 %)	11 (22.0 %)	10 (20.0 %)	5 (12.0 %)	35 (70.0 %)	15 (30.0 %)
Transformational leadership by principals positively influences my commitment to school policies on discipline	12 (24.0 %)	8 (16.0 %)	20 (40.0 %)	10 (20.0 %)	20 (40.0 %)	30 (60.0 %)
Transformational leadership creates a supportive atmosphere that contributes to better discipline among teachers	13 (26.0 %)	11 (22.0 %)	15 (30.0 %)	11 (22.0 %)	24 (48.0 %)	26 (52.0 %)

Principals' transformational leadership style directly correlates with teachers' overall job satisfaction related to discipline issues	9 (18.0 %)	19 (38.0 %)	10 (20.0 %)	12 (24.0 %)	28 (56.0 %)	22 (44.0 %)
When use transformational leadership it principals reduces instances of disciplinary problems among teachers in secondary schools	14 (28.0 %)	11 (22.0 %)	13 (26.0 %)	12 (24.0 %)	25 (50.0 %)	25 (50.0 %)
Multiple Responses Set (MRS)	**72 (28.8 %)**	**60 (24.0 %)**	**68 (27.2 %)**	**50 (20.0 %)**	**132 (52.0 %)**	**118 (48.0 %)**

N=50

Table 2 above presented findings on teachers' perception on supervision of instruction on school PTA relationship. The findings revealed that, A significant majority (70%) feel motivated under transformational leadership, while only 30% disagree. Here, only 40% agree that transformational leadership enhances commitment to discipline policies, while a larger 60% disagree. This suggests skepticism about the effectiveness of transformational leadership in fostering adherence to discipline policies. Responses are fairly balanced, with 48% agreeing that transformational leadership fosters a supportive atmosphere, while 52% disagree. This indicates a divided opinion on the role of transformational leadership in creating a supportive environment for discipline. More so, a majority (56%) believe there is a positive correlation between transformational leadership and job satisfaction regarding discipline, while 44% disagree. This reflects a generally favorable view of the impact of transformational leadership on job satisfaction. Furthermore, responses are evenly split, with 50% agreeing and 50% disagreeing about the effectiveness of transformational leadership in reducing disciplinary problems. This indicates uncertainty or mixed perceptions regarding this leadership style's impact on discipline issues. In aggregate, a majority of (52%) teachers agreed that transformational leadership approach has an influence on teachers' discipline while (48%) disagreed.

Table 3: Principals' opinion on transformational leadership approach and its impact on teachers' discipline

Themes	Quotations
Commitment	*"When I inspire my teachers, they feel more committed to upholding discipline in their classrooms"* *"Transformational leadership energizes staff, leading to a more disciplined school environment"* *"Shared objectives encourage teamwork, making it easier to maintain discipline."*

Focused	*"By investing in teachers' development, we create a culture of excellence that positively affects discipline."* *"Supporting teachers through training helps them handle discipline issues more effectively."*
Improved cordial relationship	*"Building trust and rapport helps create a supportive environment for discipline."* *"Positive relationships lead to better communication and collaboration on discipline matters."* *"A clear vision helps teachers understand the importance of discipline in achieving our goals."*

Based on the influence of transformational leadership style on teachers' discipline, most principals recommended the following themes of commitment, focused and improved cordial relationship. With respect to the theme on commitment, a majority categorically said that, *"Transformational leadership energizes staff, leading to a more disciplined school environment". "When I inspire my teachers, they feel more committed to upholding discipline in their classrooms".* More so, with regards to the second theme on focused, a majority of them said that, *"By investing in teachers' development, we create a culture of excellence that positively affects discipline.", "Supporting teachers through training helps them handle discipline issues more effectively."* With respect to improved cordial relationship, most Principals said that, *"Building trust and rapport helps create a supportive environment for discipline.", "Positive relationships lead to better communication and collaboration on discipline matters.", "A clear vision*

helps teachers understand the importance of discipline in achieving our goals". This finding is in assonance with previous works of Neeraj, (2022) who opined that, discipline is the backbone of healthy industrial and social relations. The promotion and maintenance of employee discipline is essential for smooth functioning of an organization. More so, this finding is in line with Hoerr, (2013) who ascertained that, providing ongoing professional development and training opportunities for teachers' is critical for promoting self-awareness, reflective practice, and ethical decision-making. Training programs focusing on topics such as classroom management, conflict resolution, and ethical leadership enable teachers to develop the skills and competencies necessary to maintain discipline and professionalism.

Verification of Hypothesis: There is no significant impact of principals' use of transformational leadership approach on teachers' discipline in secondary schools in Fako Division

Table 4: The influence of transformational leadership approach on teachers' discipline in secondary schools in the Fako Division

		Transformational leadership approach	Teachers' discipline	Explanatory power of relationship in terms of percentage (Nagelkerke statistics)
Spearman 's rho	R-valu e	1	.207**	32.9% (0.329)

	p-value	.	.000	
	N	1718	1718	

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

The hypothetical statistics showed that there is a significant, positive and moderate influence on transformational leadership approach on teachers' discipline in secondary schools in the Fako Division. (R-value 0.207[**], p-value < 0.001 < 0.05). The positive sign of the correlation value implies that Principals transformational leadership approach will encourage teachers' discipline on school matters and this is supported with an explanatory power of 32.9% (Nagelkerke statistics= 0.329). Thus, the null hypothesis was rejected while the alternative which states that, there is a significant influence transformational leadership approach on teachers' discipline in secondary schools in Fak Division.

In overall, statistics from the regression analysis showed that a unit of improvement in transformational leadership approach results in 0.207 increase in teachers' discipline in secondary schools' education relevance at a significant level of 0.000. This implies that aside principal transformational leadership approach; there are other factors that could also contribute immensely the enhancement of school Teachers' discipline in secondary education domain.

CONCLUSION AND RECOMMENDATIONS

Based on the findings, there is need to improve on the Teachers discipline through the implementation of effective leadership styles. As Barko-Alva et al (2020) stated that the PTAs play a critical role in promoting cross-cultural understanding and appreciation within diverse international school settings. It is generally recommended that, for the schools to be very effective, the administration should surge means to greatly enhance teachers' discipline because any institution where the key stakeholders which are the teachers are not well disciplined then there is a call for concern. The study recommends the need to implement in full strength of both transformational leadership styles to enhance quality education.

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