Relationship between leadership behaviour and restorative practices at secondary level

1- **Dr Fahd Naveed Kausar (Corresponding Author)**
   Designation: Assistant Professor
   Affiliation: School of Education, Minhaj University Lahore, Punjab, Pakistan
   Email: fahdnaveed1@hotmail.com
2- **Nasreen Akhtar**
   Designation: PhD Scholar,
   Affiliation: School of Education, Minhaj University Lahore, Punjab, Pakistan
   Email: gurria786@hotmail.com
3- **Dr. Adeel Saqib**
   Designation: Assistant Professor
   Affiliation: Department of management Sciences, COMSATS University Islamabad, Attock Campus, Punjab, Pakistan
   Email: adeelsaqi@gmail.com

ABSTRACT

Effective leadership behavior (LB), characterized by trust, support, and inclusivity, is crucial for the successful implementation of restorative practices (RP) in secondary schools. Leaders who model restorative principles, prioritize professional development, and foster a positive school climate can significantly reduce disciplinary issues and improve student relationships. The aim of this research to find relationship and effect of leadership behaviour on restorative practices at schools at secondary level. The population was comprised of all public and private secondary schools of Lahore district. Multistage sampling technique was used in this study. The sample was consists of 520 participants. Questionnaire was used to analyze the data. SPSS was used to analyze the data. The findings of the study revealed that there was strong highly significant effect and relationship between leadership behaviour and restorative practices at secondary level. The study recommended that further research could explore longitudinal impacts of leadership on restorative practices, comparing different leadership behaviours, and investigating specific training programs that best prepare leaders to implement restorative approaches.

Keywords: leadership behaviour, restorative practices, secondary level

Introduction

When it comes to handling the behaviour of their nonconforming students, schools are often methodical. They have clearly stated school-based punishment procedures that are implemented for students who behave badly. These rules and procedures fall into a variety of categories, from straightforward conversations to suspensions or even expulsions. Historically, this procedure has been used by school administrators and personnel to stop or modify disruptive behaviour in students. However, these systems have been tainted by a lack of understanding of children's rights and a negative perspective on these rights from teachers, who contend that promoting these rights is leading to an increase in student indiscipline (Webb, 2021; & Mansfield, Fowler, & Rainbolt, 2018). According to Kapembwa (2018), there are a lot of drawbacks to employing corporal punishment. Among these are a growing number of students who have negative attitudes towards the school and staff. Over time, this results in a number of mental health issues as well as increasingly severe behavioural and antisocial behaviours. However, it has been discovered that using restorative practices in schools improves the atmosphere and culture of the institution. This aided in the students' reintegration into the classroom as well (Lodi, Perrella, Lepri, Scarpa, & Patrizi, 2021).

In 1994, Australian educator Marg Thorsborne became the first person to implement restorative practices in a classroom. Originally, a lot of programmes were designed to prevent crime in its early stages and make sure that children today are more familiar with restorative justice than adults are. Teachers and school administrators are increasingly interested in applying the concepts of restorative justice to resolve internal issues and raise student achievement. When exclusionary and punitive tactics were initially used to address issues like bullying, truancy, and disruptive conduct, restorative justice principles were employed (Simuyaba, & Kapembwa, 2021). The goal of using restorative practices was to lessen instances of undesirable behaviour without using negative policies like exclusion in order to foster a supportive school climate (Simuyaba, 2020). Therefore, restorative practices—also known as positive discipline or the responsive classroom—give students a chance to express their emotions, form bonds with one another, work through issues, and actively participate in righting wrongs and putting things right (Velez, Hahn, Recchia, & Wainryb, 2020).

The phrase "restorative practice" refers to a large social movement that aims to institutionalise non-punitive, non-violent methods of problem-solving, harm-reduction, and responding to legal and human rights breaches (Zakszeski, & Rutherford, 2021). Furthermore, restorative practices are a social science that investigates how to develop social capital and attain social discipline through collaborative learning and decision-making, according to the International Institute for Restorative Practices (IIRP) (Hammond, & Fronius, 2022). In a school context, restorative practices offer an alternative to traditional forms of discipline, particularly exclusionary ones like suspension or expulsion (Gregory, Ward-Seidel, & Carter, 2021). Restorative practice proponents, such as Losen (2014), frequently use this approach due to their fear that more punitive and disciplinary measures may have negative effects on children. In order

to prevent conflict and wrongdoing, the concepts above emphasize the employment of both official and informal methods in proactively fostering relationships and a sense of community. They discuss the wide range of programmes that schools have implemented, from formal restorative conferencing involving students, staff, and frequently family members in the community to informal restorative dialogue strategies between teachers and students (Lustick, 2021).

School personnel must be aware of problems that negatively affect the school community, such as student bullying and unequal discipline policies, and devise practical plans to lessen or eradicate them, claim Karp and Breslin (2001). Advocates of restorative practices assert that policies and activities that incorporate restorative methods can help attain these goals. For instance, injury is determined by the effects on other members of the community rather than the technical violation when school rules are ignored (Marder, 2022). According to Voight, Austin, and Hanson (2013), educators are responding to the need to establish a safe and nurturing environment that is based on just, equal, and transparent policies; positive relationships between students and adults that foster their development; and avoiding differential treatment of students in minority groups when it comes to punishment. Furthermore, a study carried out in Kenya by Naong (2007) found that following the outlawing of corporal punishment, educational institutions that previously relied on harsh methods of discipline came up with substitutes (Gomez, Rucinski, & Higgins-D'Alessandro, 2021).

One of the most important aspects of management is effective leadership (Tran, 2021). For almost six decades, one of the most talked-about aspects of leadership theories has been the behaviour of the leader. Numerous academics contend that a person's behaviour pattern determines their leadership style, and that pattern has evolved into a suitable form that is unchangeable in different contexts (Kaluza, Boer, Buengeler, & van Dick, 2020). It is often acknowledged that a key factor in an organization's success or failure is its leadership. From a behavioural perspective, relationship- and task-orientation are two key principles in leadership conduct developed by the Michigan Leadership Studies (Antonopoulou, Halkiopoulos, Barlou, & Beligiannis, 2020).

Similar to the aspects found in the Michigan studies, Ohio State University's research proposed two leadership dimensions: beginning structure and consideration. The degree to which a superior prioritises goal fulfilment that is results-oriented, based on processes and norms, maintains great performance, and holds staff members accountable is known as the task-oriented leadership conduct or starting structure (Labrague, 2021). Task-oriented leaders set goals and objectives, expect their subordinates to complete tasks efficiently, and establish policies to help them produce quality work. That being said, the relationship-oriented leadership approach is primarily focused on inspiring, demonstrating approval, and growing personal relationships. Leaders that prioritise consideration assist their staff by listening to them and offering guidance. More precisely, by offering assistance and maintaining group cohesiveness, they assign duties and accountability to their staff. Leaders that focus on building relationships show a strong sense of trust, respect, and care for their subordinates (Khaola, & Rambe, 2021).

According to Mujtaba et al. (2010), task-oriented and relationship-oriented leadership behaviours are frequently combined rather than distinct. Either way, according to Judge et al. (2004), superiors should exhibit a high or low amount of both behaviours. First of all, the top-down approach to objectives and result orientation, along with a low priority on coordination between superiors and subordinates, are characteristics of authoritarian leadership style (high task orientation and low relationship orientation). Furthermore, bureaucratic leadership is characterised by a low focus on relationships and a low work orientation (Klebe, Felfe, & Klug, 2021). These companies are typically rigorously integrated and are common in the Vietnamese state sector. Asian conglomerates are likewise prone to this type of leadership conduct. Thirdly, small and medium-sized businesses frequently favour the relationship leadership style, which is low in task- and strong in connection-orientation. Personal coordination with superiors is what makes it unique; this is more important than results (Özdemir, Sahin, & Öztürk, 2020).

Lastly, the accomplishments of businesses as well as the relationships between superiors and subordinates are positively impacted by cooperative leadership behaviour, which is strong in task- and relationship-orientation. Although they set appropriate goals and make sound decisions, leaders rely on their subordinates to follow the decision-making process. Because cooperative leadership conduct encourages employees to play a larger role in the business and increases their drive to perform well, it has grown more prevalent in recent years. This kind of leadership behaviour contributes to both the organization's performance and the welfare of its workforce (Rodić, & Marić, 2021). The differences in leadership characteristics between men and women have been contested by certain study. Women are thought to be more relationally or sensitively focused, whereas men are thought to be more performance- or task-oriented. Vietnamese men seem to have a lower relationship-orientation score than women (Demirhan, 2020).

On the other hand, the task-orientation scores show no gender differences, according to the authors. According to Nguyen et al. (2012), Vietnamese supervisors, regardless of gender, modify their conduct according to the companies they oversee. It has been discovered that state enterprise leaders behave differently from their private enterprise counterparts (Vandavasi, McConville, Uen, & Yepuru, 2020). Leaders in the Indian state sector, for example, exhibit low task- and relationship-orientation, while leaders in the private sector exhibit strong task- and relationship-orientation. Compared to their private company counterparts, public enterprise leaders in Vietnam exhibit a greater focus on tasks and a lower emphasis on relationships (Budur, & Poturak, 2021).

Effective leadership behavior positively influences both teacher self-efficacy and administrative support, creating a supportive environment that facilitates successful teacher implementation of educational strategies. Leaders who provide clear communication, trust, and professional development opportunities enhance teachers' confidence and abilities (Reed, J. J. (2023). Administrative support, bolstered by strong leadership, further ensures that teachers have the necessary resources and backing. This synergy between leadership, self-efficacy, and administrative support leads to more effective and consistent implementation of educational

initiatives. Consequently, the combined effect of these factors drives overall school improvement and student success.

Objectives

1- To find out the relationship between leadership behaviour and restorative practices at secondary level.
2- To identify the effect of leadership behaviour on restorative practices at secondary level.

Research gap

Despite the growing global interest in the relationship between leadership behavior and restorative practices in secondary schools, there is a notable lack of research focusing on this dynamic within the context of Pakistan. Specific gaps that warrant further investigation include: The influence of cultural norms and values on leadership behavior and the acceptance of restorative practices in Pakistani secondary schools has not been extensively studied. Understanding how cultural factors impact these elements could provide insights into more effective implementation strategies. There is limited research on how different leadership styles (e.g., transformational, transactional, distributed) specifically affect the adoption and success of restorative practices in the Pakistani educational system (Mabrouk, 2020). Examining these variations could help identify the most effective leadership approaches in this context. The unique challenges and barriers faced by Pakistani secondary schools in implementing restorative practices, such as resource limitations, staff resistance, and varying levels of administrative support, need to be explored. Identifying these obstacles can inform more tailored and feasible implementation plans.

Methodology

The researcher deployed the Positivists paradigm using Quantitative research design to examine the relationship between LB and RPs. The population consists of all public (male and female) and private (male and female) secondary school systems with 10 or more branches in the Lahore district. As an example, eight private school systems were chosen (stem, city, allied, KIPS, Unique, Smart, Dar-e-arqam and educator). The total number of public secondary schools in the Lahore district is 710, and there is a total of 3115 teachers working in those institutions (SIS, 2022). There are a total number of 1137 private schools, with 7822 private school teachers employed throughout all of these institutions (PEPRIS, 2022). As a consequence of this, the research contacted a sizable representative sample of teachers. Multistage sampling techniques was used. The researcher used the cluster sampling approach to split the entire population into five groups (Tehsils). By using the stratified sampling approach, the researcher was able to identify two groups of strata: public/private, as well as male/female. From the private sector, a sample consisting of five male and five female schools from each tehsil in Lahore was selected. As a sample, ten male and ten female public schools in Lahore were chosen, two from each tehsil. The sample consisted of 10 public school teachers and 4 private school teachers from each respective type of school who were chosen at random. Resultantly, 520 teachers as a sample were selected.

The researcher adapted the questionnaire for measuring RPs among secondary school teachers from the study by Guckenburg, et al., (2016) and LB questionnaire Rodriguez, (2013). The validity of the questionnaires was found with experts' opinion and reliability through pilot testing. The Cronbach's alpha value of RP was 0.832. The leadership behaviour questionnaire Cronbach's alpha value was 0.921.

Data Analysis and Interpretation
Relationship between Leadership behaviour and restorative practices

Table 1

Relationship between Leadership behaviour and restorative practices

Correlations

		Leadership behaviour	Restorative practices	Mean	Std. Deviation
leadership behaviour	Pearson Correlation	1	-.132[**]	4.3770	.34769
	Sig. (2-tailed)		.003		
	N	520	520		
Restorative practices	Pearson Correlation	-.132[**]	1	4.2898	.70999
	Sig. (2-tailed)	.003			
	N	520	520		
**. Correlation is significant at the 0.01 level (2-tailed).					

The above table illustrates that relationship between Leadership behaviour and restorative practices at secondary level. The mean of leadership behaviour is 4.3770, SD=0.34, restorative practices M=4.28; SD= 0.70. The *p*-value=.003 indicates that there was strongly negative significant relationship between Leadership behaviour and restorative practices at secondary level.

Factor wise Analysis (RP factors)

Table 2

Relationship between Leadership behaviour and Self-efficacy

Correlations

		leadership behaviour	Self-Efficacy	Mean	Std. Deviation
leadership behaviour	Pearson Correlation	1	-.027	4.3770	.34769
	Sig. (2-tailed)		.540		
	N	520	520		
Self-Efficacy	Pearson Correlation	-.027	1	1.6592	.29438
	Sig. (2-tailed)	.540			
	N	520	520		

The above table illustrates that relationship between Leadership behaviour and self-efficacy at secondary level. The mean of leadership behaviour is 4.3770, SD=0.34, self-efficacy M=1.65; SD= 0.29. The *p*-value=.54 indicates that there was not significant relationship between Leadership behaviour and self-efficacy at secondary level.

Table 3

Relationship between Leadership behaviour and administration support

Correlations

		leadership behaviour	Admin-Support	Mean	Std. Deviation
leadership behaviour	Pearson Correlation	1	-.143[**]	4.3770	.34769
	Sig. (2-tailed)		.001		
	N	520	520		
Admin-Support	Pearson Correlation	-.143[**]	1	1.7654	.38947
	Sig. (2-tailed)	.001			
	N	520	520		
**. Correlation is significant at the 0.01 level (2-tailed).					

The above table illustrates that relationship between Leadership behaviour and admin-support at secondary level. The mean of leadership behaviour is 4.3770, SD=0.34, admin-support M=1.76; SD= 0.38. The *p*-value=.001 indicates that there was strongly negative significant relationship between Leadership behaviour and admin-support at secondary level.

Table 4

Relationship between Leadership behaviour and Teacher implementation

Correlations

		leadership behaviour	Teacher Implementation	Mean	Std. Deviation
leadership behaviour	Pearson Correlation	1	-.174[**]	4.3770	.34769
	Sig. (2-tailed)		.000		
	N	520	520		
Teacher Implementation	Pearson Correlation	-.174[**]	1	1.7304	.34616
	Sig. (2-tailed)	.000			
	N	520	520		
**. Correlation is significant at the 0.01 level (2-tailed).					

The above table illustrates that relationship between Leadership behaviour and teacher implementation at secondary level. The mean of leadership behaviour is 4.3770, SD=0.34, teacher implementation M=1.73; SD= 0.34. The *p*-value=.000 indicates that there was strongly negative highly significant relationship between Leadership behaviour and teacher implementation at secondary level.

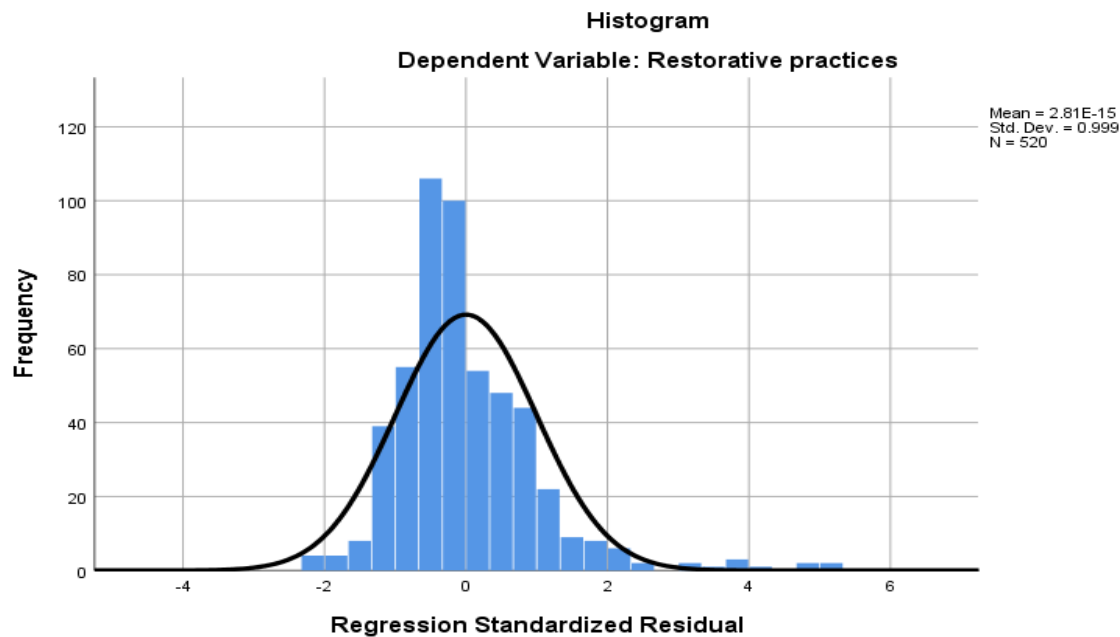**Effect of Leadership behaviour on restorative practices**

Table 5

Effect of Leadership behaviour on restorative practices

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.470	.390		14.008	.000
	leadership behaviour	-.270	.089	-.132	-3.032	.003
a. Dependent Variable: Restorative practices						

Histogram
Dependent Variable: Restorative practices

The above table illustrates that the effect of Leadership behaviour on restorative practices at secondary level. The leadership behaviour *B-value*=-0.27, t=-3.032 and the *p*-value>.003 which indicates that there was strong highly significant effect of Leadership behaviour on restorative practices at secondary level.

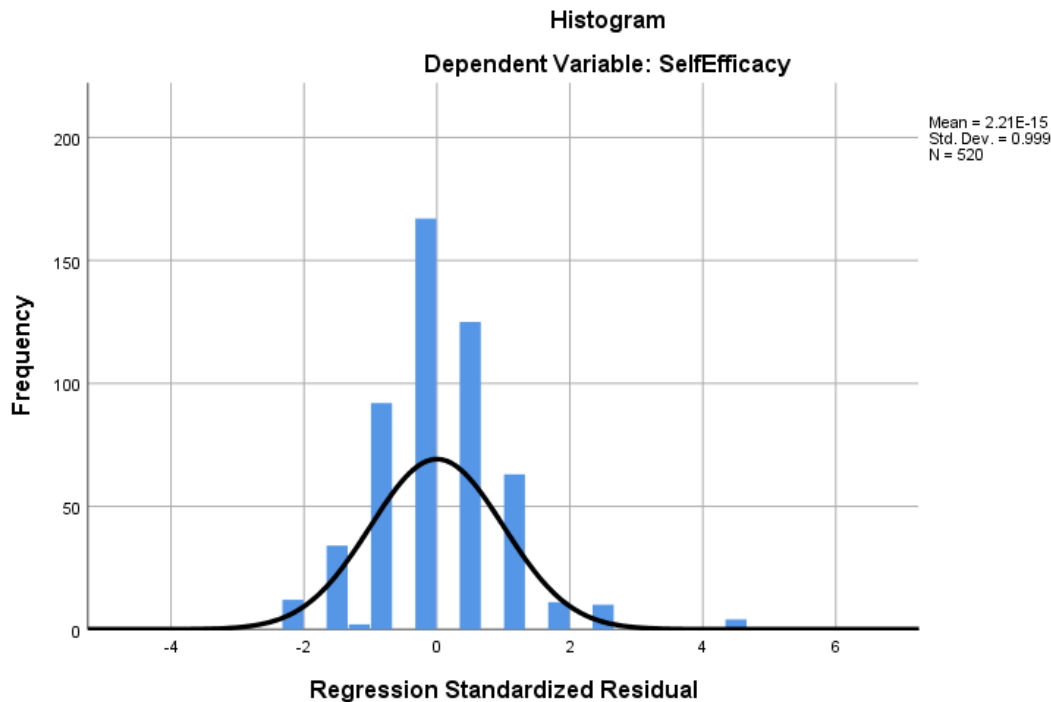**Factor wise analysis (RP factors)**

Table 6

Effect of Leadership behaviour on self-efficacy

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.759	.163	-.027	10.773	.000

leadership behaviour	-.023	.037		-.613	.540

a. Dependent Variable: Self-Efficacy

Histogram
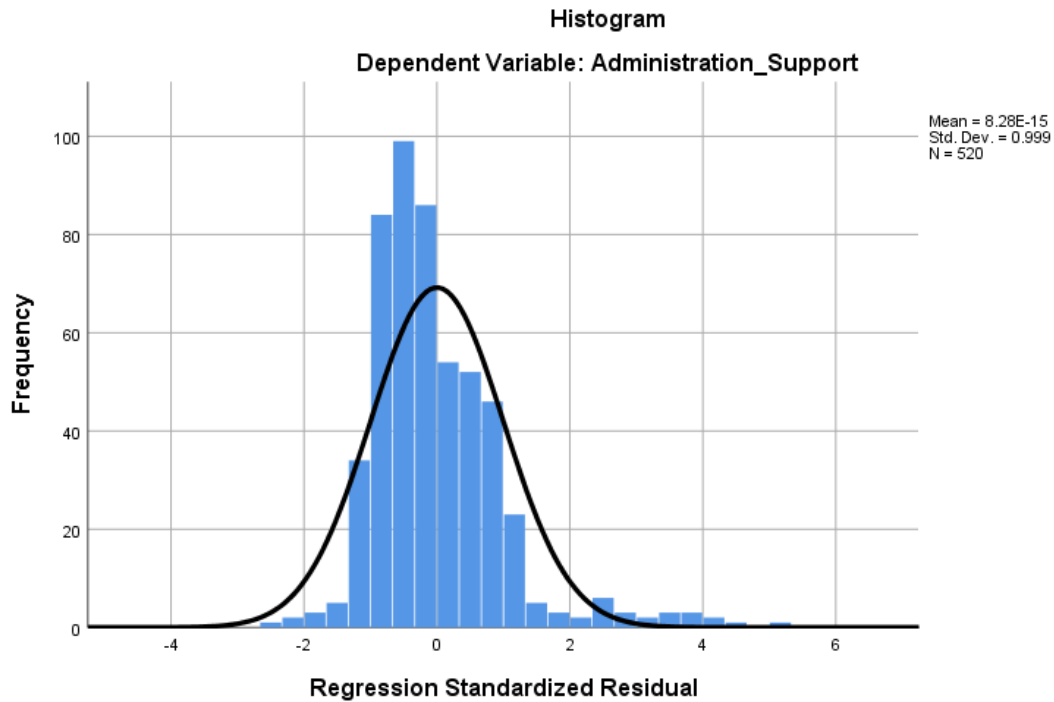Dependent Variable: SelfEfficacy

Mean = 2.21E-15
Std. Dev. = 0.999
N = 520

The above table illustrates that the effect of Leadership behaviour on self-efficacy at secondary level. The leadership behaviour *B-value*=-0.23, t=-0.613 and the *p*-value<.540 which indicates that there was not significant effect of Leadership behaviour on self-efficacy at secondary level.

Table 7

Effect of Leadership behaviour on administration support

		Coefficients^a				
				Standardized		
		Unstandardized Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.467	.214	-.143	11.535	.000
	leadership behaviour	-.160	.049		-3.291	.001

a. Dependent Variable: Administration Support

Histogram

Dependent Variable: Administration_Support
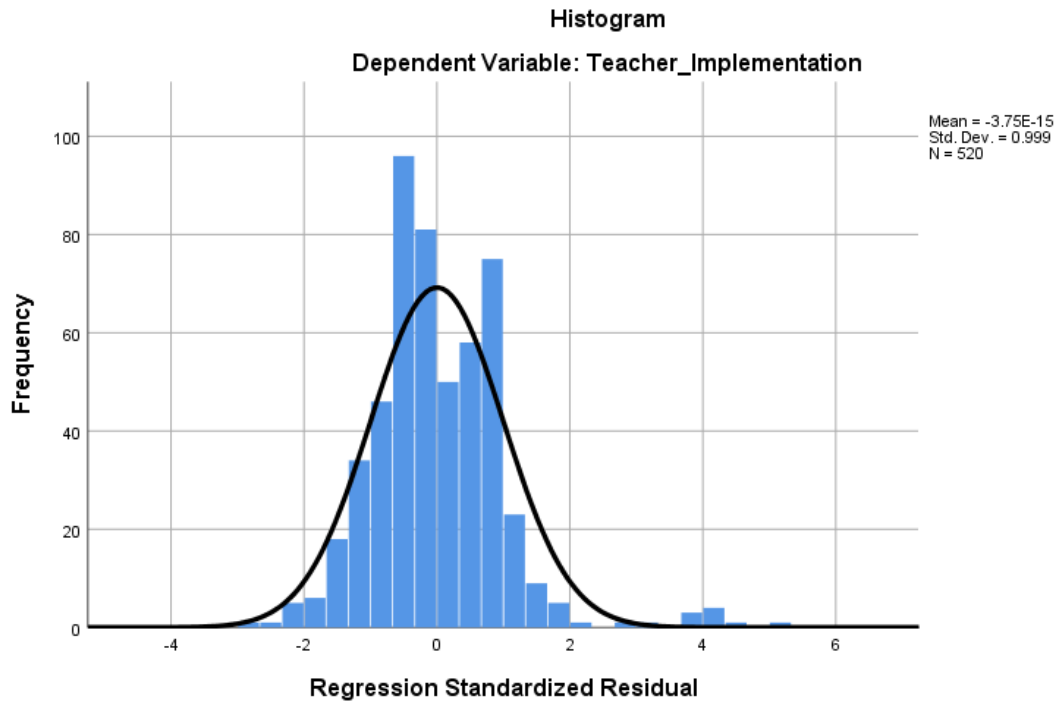
The above table illustrates that the effect of Leadership behaviour on admin-support at secondary level. The leadership behaviour *B-value*=-0.160, t=-3.291 and the *p*-value>.001 which indicates that there was strong highly significant effect of Leadership behaviour on admin-support at secondary level.

Table 8

Effect of Leadership behaviour on Teacher implementation

		Coefficientsa				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.488	.189	-.174	13.152	.000
	leadership behaviour	-.173	.043		-4.016	.000
a. Dependent Variable: Teacher Implementation						

Histogram

Dependent Variable: Teacher_Implementation

The above table illustrates that the effect of Leadership behaviour on teacher implementation at secondary level. The leadership behaviour *B-value*=-0.173, t=-4.016 and the *p-value*>.000 which indicates that there was strongly highly significant effect of Leadership behaviour on teacher implementation at secondary level.

Discussion and Conclusion

The exploration of leadership behavior and its impact on restorative practices in secondary schools is an area of significant importance. Leadership in educational settings plays a pivotal role in shaping the school's culture, influencing student behavior, and fostering an environment conducive to learning and growth. Restorative practices, which focus on repairing harm and restoring relationships rather than punitive measures, align well with modern educational goals of developing holistic and emotionally intelligent students. This discussion delves into how leadership behavior affects the implementation and efficacy of restorative practices at the secondary school level (Moran, Sloan, Walsh, & Taylor, 2024). Restorative practices focus on repairing relationships and building a sense of community. Effective leadership ensures that these practices are integrated into the daily life of the school, leading to stronger student relationships and a more cohesive school community.

There was strongly positive effect and relationship between leadership behaviour and restorative practices at secondary level. Effective leadership behavior, characterized by trust, support, and inclusivity, is essential for successfully implementing restorative practices in secondary schools. Leaders who model restorative principles and prioritize professional

development foster a positive school climate and improve student relationships (Dhaliwal, Daramola, Alonso, & Marsh, 2023). Transformational and distributed leadership styles are particularly effective in promoting these practices by inspiring and empowering staff. Overcoming challenges such as resistance to change and resource allocation is critical for sustainable success.

There is no direct relationship between leadership behavior and self-efficacy. Self-efficacy, an individual's belief in their own abilities, is primarily influenced by personal experiences, accomplishments, and intrinsic motivation (Rutig, 2023). While leadership behavior can create a supportive environment, it does not directly determine an individual's self-efficacy. Thus, self-efficacy develops independently of leadership behavior.

There was strongly positive effect and relationship between leadership behaviour and administrative support at secondary level. Effective leadership behavior positively influences administrative support by fostering an environment of clear communication, trust, and empowerment. Leaders who prioritize collaboration and value the contributions of administrative staff enhance their efficiency and job satisfaction. This supportive leadership behavior ensures that administrative functions are carried out smoothly and effectively (Zada, Khan, Saeed, Zada, & Jun, 2023). Consequently, strong leadership and robust administrative support work synergistically to improve overall organizational performance.

There was strongly positive effect and relationship between leadership behaviour and teacher implementation at secondary level. Effective leadership behavior significantly impacts teacher implementation of educational strategies and programs. Leaders who provide clear guidance, support, and professional development opportunities empower teachers to adopt and execute new initiatives successfully (Hoque, & Raya, 2023). By fostering a collaborative and trusting environment, leaders enhance teachers' confidence and willingness to implement innovative practices. Consequently, strong leadership directly contributes to the effective implementation of educational improvements by teachers.

It was concluded that the relationship between leadership behavior and restorative practices in secondary schools is profound. Leadership that is transformational, supportive, and inclusive can effectively integrate restorative practices, leading to a positive school culture and improved student outcomes. However, challenges such as resistance to change and resource constraints must be navigated carefully. By prioritizing trust, professional development, and modeling restorative behavior, leaders can create an environment where restorative practices not only take root but also flourish, ultimately benefiting the entire school community.

Future Research Directions

Further research could explore longitudinal impacts of leadership on restorative practices, comparing different leadership behaviours, and investigating specific training programs that best prepare leaders to implement restorative approaches. Additionally, examining the role of student

and parent engagement in supporting restorative practices could provide a more holistic understanding of the dynamics at play.

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