

**AN ANALYSIS OF HEAD TEACHERS PRACTICES  
BASED ON HERSEY BLANCHARD MODEL**



*Researcher*

SHAHAB UD DIN  
445-FSS/MSEDU/F22

*Supervisor*

DR. SHEIKH TARIQ MAHMOOD

**DEPARTMENT OF EDUCATIONAL LEADERSHIP  
AND MANAGEMENT  
FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

**2025**

**AN ANALYSIS OF HEAD TEACHERS PRACTICES  
BASED ON HERSEY BLANCHARD MODEL**



By

Researcher

SHAHAB UD DIN

(445-FSS/MSEDU/F22)

A thesis submitted in a partial fulfillment of the requirements for the degree of  
Master studies in Education (MS Education), Faculty of Education, International Islamic  
University, Islamabad.

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND  
MANAGEMENT  
FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD  
2025**

## **SUPERVISOR’S CERTIFICATE**

The thesis titled “*An Analysis of Head Teachers Practices Based on Hersey Blanchard Model*” submitted by Shahab Ud Din, *Reg: 445-FSS/MSEDU/F-22* in partial fulfilment of MS degree in Educational Leadership and Management, has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow him to submit this for further process as per IIUI rules and regulations.

Date: \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

Dr. Sheikh Tariq Mahmood

**APPROVAL SHEET**  
**AN ANALYSIS OF HEAD TEACHERS PRACTICES**  
**BASED ON HERSEY BLANCHARD MODEL**

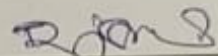
BY

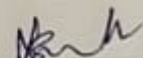
**SHAHAB UD DIN**

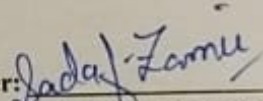
(Reg.No:445-FSS/MSEDU/F22)

Accepted by the Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad, in the partial fulfilment of the award of the degree of  
"MS Education"

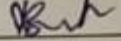
**Viva Voce Committee**

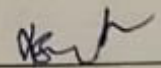
Supervisor:   
(Dr. Sheikh Tariq Mahmood)

Internal Examiner:   
(Dr. Azhar Mahmood)

External Examiner:   
(Dr. Sadaf Zamir Ahmed)

Date: \_\_\_\_\_

Chairperson:   
Department of Educational  
Leadership and Management  
Faculty of Education  
International Islamic University,  
Islamabad.

Dean:   
Faculty of Education  
International Islamic University,  
Islamabad.

## **DEDICATION**

This thesis is dedicated to my beloved family, whose unwavering support, love and sacrifices have been the cornerstone of my academic journey. To my parents, who instilled in me the values of perservance and integrity, and to my siblings, whose encouragement and belief in me never faltered, Thank you for being my constant source of strength. I am also deeply grateful to my supervisor and mentors, whose guidance, patience, insight and unconditional support have shaped this work and my growth as a scholar. Above all, I dedicate this to all those who stood by me during moments of doubt, reminding me of my purpose and potential.

For my family, my mentors and my inner compass

This is for your love, your wisdom and your light.

## **FORWARDING SHEET**

This thesis entitled “AN ANALYSIS OF HEAD TEACHERS PRACTICES BASED ON HERSEY BLANCHARD MODEL”

Submitted by Shahab Ud Din (Reg. NO. 445-FSS/MSEDU/F22) in partial fulfillment of MS Educational Leadership and Management degree, has been completed under my guidance and supervision. He has carried out all the observations made by internal and external Examiner as well as Viva Voice Committee the thesis is now ready for final submission as per rules and regulations of International Islamic University.

Dated: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Dr. Sheikh Tariq Mahmood  
Associate Professor

## STATEMENT OF UNDERSTANDING

I, Mr. Shahab Ud Din , Registration No 445-FSS/MSEDU/F22, a student of Master Studies in Education at Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad, do hereby assert that this thesis entitled “An Analysis of Head Teachers Practices Based on Hersey Blanchard Model” submitted for the partial fulfillment for Master Studies in Education (MS Education), it is my original work , it has not been submitted or printed before and shall not in future be submitted by me for obtaining any degree from this or any other university or educational institution.

*Dated:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

Shahab Ud Din  
445-FSS/MSEDU/F22

## ACKNOWLEDGEMENTS

First of all, I pay all praises to Allah, Who blessed me the understanding, the courage and the patience to complete this research. Then, none other than my dear parents, siblings and teachers who deserve much of the credit for their prayers, tireless enthusiastic support and encouragement.

I express my gratitude to my supervisor **Dr. Sheikh Tariq Mahmood**, Associate Professor, whose intellectual approach and professionalism made the completion of this research possible. His insightful feedback and encouragement pushed me to strive for excellence, and for that, I am truly grateful.

I also express my gratitude to **Dr. Azhar Mahmood**, Associate professor, Chairperson Department of Educational Leadership and Management and In-charge Faculty of Education, whose effective leadership, intellectual approach and professionalism always pushed us to strive for the best.

I would also like to acknowledge the ‘late’ **Prof. Dr Nabi Baksh Jumani**, ex-VP International Islamic University Islamabad, whose unforgettable and unwavering contribution to the field of Education continues to inspire me.

I would also acknowledge and extend my gratitude to **Dr. Sufi Ameen, Dr. Zafar Iqbal Chaudhary, Dr. Muhammad Munir Kiyani, Dr. Muhammad Nasir Khan**, whose guidance and expertise have greatly contributed to my research.

I am also grateful to my research fellows and honorable staff of International Islamic University, who helped me at each and every step during compilation of my research work. I extend my heartfelt apologies to all those whose names and generosity remain unrecorded but are definitely acknowledged and endorsed.

I owe an immense debt of gratitude to my beloved father whose support, endless motivation and tireless dedication have played a crucial role in making this journey possible, to my mother for unconditional love and prayers and to my siblings for their support and motivation.

**SHAHAB UD DIN**

August, 2025



### **Abstract**

This study was designed to analyze the leadership practices of head teachers in public and private secondary schools, using the Hersey-Blanchard Situational Leadership Model. The Model suggest leaders to lead in different styles depending on the readiness and maturity of their subordinates. Directing, Coaching, Supporting, and Delegating are the basic styles of Hersey-Blanchard Model. The objectives of the research were: to analyze the leadership practices of Head Teachers regarding directing, coaching, supporting, delegating and to compare the leadership practices between head teachers of private and public schools. The study employed a quantitative design using a self-structured questionnaire prepared at five points Likert scale to collect data, valid responses from 81 head teachers, comprising of 39 public and 42 private schools were collected. Data was analyzed using descriptive statistics (Mean, standard deviation and percentages) to examine the frequency and strength of each leadership style, and to identify significant differences between head teachers from public and private schools. The key findings of the study are; that head teachers in both public and private sectors regularly use all four leadership styles, but Directing and Delegating were the more common in among the head teachers. Although styles like coaching and supporting were also significant in performance evaluation, motivation, and development at work, there is room for improvement in coaching and offering resources. The comparison did not reveal large statistical differences between the leaders of public and private schools in all four leadership domains (percent differences 1-3%). However, private school heads reported slightly higher average scores. This suggests that, the ways leadership is practiced are very similar in both sectors, likely due to the presence of common professional practices, trainings and standards within the education system of Pakistan. Key recommendations suggested to include continuous leadership programs, peer networking, helpful instructional materials, and new policies to enhance adaptive leadership. Based on research findings, the study provides valuable recommendations for enhancing educational leadership, enabling schools to perform better and teachers to improve their performance. The study demonstrates the applicability of the Hersey-Blanchard Model in Pakistan, particularly in District Batagram, and contributes to the limited research on situational leadership in Khyber Pakhtunkhwa. Areas where research could benefit in the future, include qualitative studies to examine leadership in details, ongoing research that tracks leadership growth over time, and studies investigating how leadership practices impact student achievements.

**Key Words:** Adaptive Leadership, Co-curricular Activities, Coaching, Delegation, Directing, District Batagram, Educational Leadership, Head Teachers, Hersey-Blanchard Model, Khyber Pakhtunkhwa, Leadership Effectiveness, Leadership Practices, Leadership Style, Organizational Commitment, Peer Networking, Private Schools, Public Schools, Relationship Behavior, Situational Leadership, Staff Maturity, Staff Readiness, Supporting, Task Behavior

Contents	Page#
Abstract .....	ix
CHAPTER 1 .....	1
INTRODUCTION .....	1
1.1 Background and the Context of the Study .....	3
1.2 Problem Statement .....	6
1.3 Significance of the Study .....	6
1.4 Objectives of the Study .....	8
1.5 Research Questions .....	8
1.6 Hypothesis .....	9
1.7 Delimitations of the Study.....	9
1.8 Operational Definitions .....	9
1.9 Conceptual Framework .....	12
CHAPTER 2 .....	14
LITERATURE REVIEW .....	15
2.1 Leadership: General Overview.....	15
2.2 Educational Leadership .....	27
2.3 Leadership in Educational Settings .....	33
2.4 Overview of Hersey and Blanchard's Situational Leadership Model .....	35
2.5 Criticism on Heresy Blanchard Model.....	37
2.6 Evidence of Situational Leadership Model in Educational Settings .....	47
2.7 Summary .....	49
CHAPTER 3 .....	50
RESEARCH METHODOLOGY .....	50
3.1 Research Design .....	50
3.2 Population and Sample .....	50
3.3 Research Instrument .....	53
3.4 Procedure.....	55
3.5 Data Collection (Practicalities) .....	55
3.6 Data Analysis .....	56

3.7 Ethical Consideration .....	57
CHAPTER 4 .....	58
4.1: Demographic Analysis of Head Teachers.....	59
4.2 ANALYSIS OF OBJECTIVE 1.....	61
4.3 ANALYSIS OF OBJECTIVE 2.....	62
4.4 ANALYSIS OF OBJECTIVE 3.....	64
4.5 ANALYSIS OF OBJECTIVE 4.....	66
4.6 ANALYSIS OF OBJECTIVE 5.....	68
CHAPTER 5 .....	89
5.1 SUMMARY .....	89
5.2 FINDINGS. ....	91
5.2.1 Findings on Directing Practices.....	91
5.2.2 Findings on Coaching Practices .....	92
5.2.3 Findings on Supporting Practices. ....	93
5.2.4 Findings on Delegating Practices. ....	94
5.2.5 Findings regarding comparison of leadership practices between public and private schools. ....	95
5.3 DISCUSSION .....	96
5.4 CONCLUSIONS.....	101
5.5 RECOMMENDATIONS. ....	104
5.6 FUTURE RESEARCH GAPS. ....	107
6 REFERENCES .....	111

# **CHAPTER 1**

## **INTRODUCTION**

In an institution, leadership involves utilizing various organizational tools to accomplish tasks (Awan, 2014). Leadership helps in turning plans and decisions into action. Different countries and companies employ various leadership styles. One of the main issues in the world and in Pakistan is the leadership (Awan, 2014). In education, leadership is when someone organizes others in such a way that their actions help meet the goals established by the group. According to Kouzes and Posner (2002), when someone leads, and others follows, the process is known as leadership. The style of a leader involves the methods and practices one use to influence the followers (Yukl, 2013).

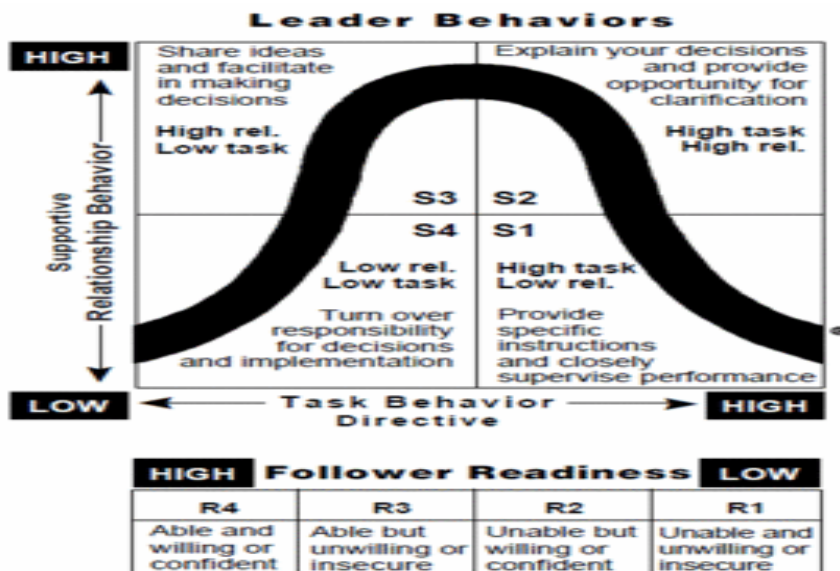
Leadership means influence, so a leader is someone who can influence others, whether or not they hold an official title (Maxwell, 2007). A high performing organization depends on having effective leaders. Inadequate leadership can lead to several problems that hinder good performance, including ineffective resource utilization, high turnover rates, and reduced profitability (Yukl, 2013). Given the pressure in today's world, organizations cannot afford to delay developing their leaders and the impact it has on their organization (Goleman, Boyatzis, & McKee, 2013). Organizations must ensure that leaders have the necessary tools and skills to handle the demands of business management effectively (Northouse, 2021).

The trait of being able to influence others is likely learned at a young age when the child learns about taking charge, respecting authority, and exercising control. Influence and the ability to think are both important skills of a good leader (Kets, 2006). By supporting dedicated work towards the goals of organizations/schools, supporting teaching and learning and giving teachers the tools to complete their tasks (Luneburg, 2007). Some of the main leadership theories are Trait, Behavioral,

Contingency, Transactional, Transformational, Great Man, Hersey and Blanchard Situational Leadership and Management.

This research has applied the Hersey and Blanchard Situational Leadership Theory, which is recognized as one of the most effective leadership theories. Situational theory, as detailed by Hersey and Blanchard, suggests that leaders should choose the appropriate leadership style for different types of people in different situations (Mulder, 2012). Over the past few decades, people at all levels of an organization have found that the situational leadership model helps them lead more successfully (Sulistiyan & Harmawan, 2024).

The model provides leaders with a straightforward way to assess the devotion and capability of their followers, which can be more helpful than determining if the leadership style is a good match (Akinbode & Olumide 2024). There had been limited study on situational leadership theory in Pakhtunkhwa, and specially in Batagram. So, this gap was realized and this study was set out to address it. The study is significant because it assesses the leadership of head teachers using the Hershey Blanchard Model and provides a clear insight into how head teachers in Batagram lead their subordinates. Figure 1.1 shows the overview of Situational leadership model.



*Figure 1.1: Flow Chart of Hersey Blanchard Model.*

## **1.1 Background and the Context of the Study**

Various issues for educational leaders include adapting to the expectations of people, modifying school programs, and adjusting to new teaching methods (Korn & Ferry, 2025). Strong leadership practices on the part of head teachers help them respond to challenges (Culdoze, 2024). Head teachers are important in organizing the school environment, shaping how teachers work and affecting how students perform in school (Abazie et al., 2024). It is the job of head teachers to set a strategic direction for the school, support a positive community, and ensure that teaching and learning are effective (Culdoze, 2024). How Head Teachers manage staff significantly impacts the school's atmosphere (Harris, 2024). Often head teachers lead change by improving and updating aspects of the school (Ghamrawi et al., 2024). Hersey Blanchard thinks that good leadership depends on the maturity of those being led and suggests four styles for leaders: Telling, Selling, Participating and Delegating. Because the Hersey-Blanchard Model applies to many types of leaders, it is commonly found in educational institutions. Head teachers can rely on the model to measure and adjust their leadership routines to suit the level of preparedness among teachers and supporting staff (Ali & Aslam, 2019).

Many people know situational leadership developed by Paul Hersey in the late 1960s as 'Organized Common Sense'. Dr. Hersey's early leadership concept was based on the connection between managers and employees and serves as the basis for reviewing situations like (Thomson & Glasso, 2018),

- How much or how little a leader guides his or her team when completing specific tasks (Task Behavior)
- The emotional and social support a leader gives to others (Relationship Behavior)

- How prepared the followers are, to act on a certain mission, duty or job in front of others.

Some individuals learn to show four core, common and critical leadership abilities which are;

**Diagnose** (recognize the particular complications in the case that need to be managed)

**Change** (the way they behave based on the things happening around them)

**Speak** (with people in a way so that they understand and feel comfortable with)

**Advance** (Manage the movement toward high performance)

Following situational leadership, which is designed to be simple and adaptable, makes it easier for leaders to face major issues in modern world.

All the main ideas, processes, moves, and final results in situational leadership are founded on proven techniques that can be put into practice immediately and in actual workplaces (Thompson & Glaso, 2018). Situational Leadership Model gathered and analyzed 50 years of research on leaders and followers (Meirovich & Gu, 2015). With the model, leaders have a way to shape their behavior to suit the performance demands of those they are looking to motivate (Zigami & Roberts, 2017). It requires leaders to adjust their instructions and support to suit the level of readiness of others to perform (Papworth et al, 2014).

Researchers in management have studied what is considered 'The Best' way to lead teams in the past several decades (Thompson & Glaso, 2018). Still, what Dr. Hersey found shows that there is no universal leadership approach, and excellent leaders can shape their behavior to fit the particular needs of every situation (Meirovich & Gu, 2015). Leaders can identify their situation and know what to do with the help of the situational leadership model (Sulistyan & Harmawan, 2024).

- Task Behavior means a leader tells his or her followers in a one-way what, where and how they should complete their tasks.

- Relationship Behavior means a leader both gives and receives information, supports his team both socially and emotionally, offers praise and encourages good behavior.

A person is ready to take responsibility for their behaviors when working on a specific task.

### **How it works;**

First, a leader using situational leadership identifies the task and the person in charge of it and, after that asks (Blanchard et al., 2013);

- What is the person's level of specialized knowledge related to the task?
- Does this individual have confidence and, is motivated and committed to do this?

Simple answers to these questions lead to four types of ability and willingness that the leader can utilize at once. After analyzing these four situations, the leader decides on their leadership style.

The different situations are named as R1, R2, R3, and R4 and when they arise, the leader employs S1, S2, S3, and S4 leadership styles respectively. The effectiveness of a leader shows in how well they can recognize the performance and readiness of a subordinate and use the right leadership style for that individual (Blanchard et al., 2013). Direction is needed more for someone with low experience than for those with more knowledge and experience to perform a job (Ali & Aslam, 2019). Therefore, if a leader provides little or no support to a new employee, the outcome may be poor performance, which in turn creates frustration. If a leader guides and instructs employees well, they will feel motivated and knowledgeable, which in turn guides them to perform their work correctly (Sulistyan & Harmawan, 2024).

By following situational leadership, the leader should lower task-oriented behaviors and raise relationship-oriented actions to handle the task and increases preparedness of followers. When followers become better prepared, the leaders should reduce the amount of task and relationship



behaviors (Blanchard et al., 2013). Now, the follower is skilled, confident and committed to taking part in the performance. Those who are there in the change process react positively when the leader trusts them by reducing constant oversight and increasing delegation (Blanchard et al., 2013). Consequently, the leader must assign responsibilities and supervise by influencing others rather than by telling, and still needs to check for the welfare of the team (Meirovich & Gu, 2015). This proves that situational leadership centers on assessing the readiness level of the followers.

## **1.2 Problem Statement**

Despite the critical role of Head Teachers in shaping School outcomes, there is limited research on their leadership practices in Khyber Pakhtunkhwa, particularly in District Batagram, Using Hersey Blanchard Leadership model. Existing studies on leadership practices of Head Teachers often overlook the application of situational leadership theory, leaving a gap in understanding how head teachers adapt their leadership style to staff readiness and maturity. This study addresses this gap by analyzing the leadership practices of Head Teachers in Public and Private secondary schools in District Batagram and comparing their use of Directing, Coaching, Supporting and Delegating styles and also providing insights to enhance leadership effectiveness.

## **1.3 Significance of the Study**

The findings of the study on the leadership practices of head teachers in Batagram (Khyber Pakhtunkhwa) are seen as important for various stake holders, including teachers, regulators, schools, Policy makers and the entire academic community. What is being anticipated here is outlined as follows:

### **1.3.1 Improving Educational Leadership Practices:**

By examining what head teachers in secondary schools do, the study can improve and update educational practices and also allow public and private schools to share experiences that may help improve practices in both. Being aware of this allows educators to grow as leaders and benefit the education system as well.

### **1.3.2 Enhancing Learning Experiences for New Leaders:**

Confirming and evaluating leadership practices is intended to support and advance guidance for future head teachers by providing them with examples from experienced head teachers. Appreciating how leadership affects teaching and helps teachers make environments that are more engaging, relevant and learner-focused

### **1.3.3 Informing Policy Development:**

Research results here inform the creation of leadership policies for local organizations as well as those nationwide. Drawing on these findings, policymakers can develop policies that support the inclusion of leadership insights in educational institutions, fostering responsive and inclusive teaching and learning.

The study is significant for policymakers because it provides an evidence-based framework for informing leadership standards, guiding professional development activities, bridging public-private head teachers gaps, and strengthening educational governance. Implementing such insights can lead to more effective school leadership, higher teacher effectiveness, and better student outcomes. The study offers empirical evidence on how leadership is practiced in both public and private schools, identify gaps in the leadership practices, identify the differences among the practices of head teachers and the importance of continuous leadership trainings.

### **1.3.4 Facilitating Professional Development:**

Based on the research outcomes, head leaders can improve their leadership practices with help from policy changes and specialized programmers. Because of this, improved training courses, workshops, and tools can be created to help employees enhance their leadership skills.

### **1.3.5 Addressing Challenges in the Implementation of Leadership Principles:**

Being aware of the difficulties head teachers have with implementing leadership practices is important for resolving barriers to adult education. Knowledge from the study helps schools organize resources to deal with these issues and make learning more comfortable for everyone.

## **1.4 Objectives of the Study**

The objectives of the study were:

1. To analyze the leadership practices of Head teachers regarding Directing based on Hersey Blanchard Model.
2. To find out the leadership practices of Head teachers regarding Coaching based on Hersey Blanchard Model
3. To investigate the leadership practices of Head teachers regarding supporting based on Hersey Blanchard Model
4. To examine the leadership practices of Head Teachers regarding Delegating based on Hersey Blanchard Model
5. To compare the leadership practices of Head teachers of public and private schools based on Hersey Blanchard Model.

## **1.5 Research Questions**

1. What are leadership practices of Head teacher regarding Directing based on Hersey

Blanchard Model?

2. What are leadership practices of Head teachers regarding Coaching based on Hersey Blanchard Model?
3. What are leadership practices of Head teachers regarding Supporting based on Hersey Blanchard Model?
4. What are leadership practices of Head teachers regarding Delegating based on Hersey Blanchard Model?
5. What are the similarities and differences among the leadership practices of public and private school's head teachers?

## **1.6 Hypothesis**

**Ho:** There is no significance difference among the leadership practices of Head teachers of Public and Private secondary schools.

## **1.7 Delimitations of the Study**

The study was delimited to;

- i. Head teachers
- ii. Secondary schools
- iii. Public and Private secondary school
- iv. District Batagram (Khyber Pakhtunkhwa)

## **1.8 Operational Definitions**

### **1.8.1 Situational Leadership Theory:**

In Hersey and Blanchard's (1969) view, the Theory recommends that a specific leadership style (SI, S2, S3, or S4) will be most effective for different follower maturity levels, M1, M2, M3,

or M4. A leader adapts their leadership style to the specific circumstances of a particular situation. The real value of this model lies in the leader's ability to apply what works in every case. According to the situational leadership theory, no method of leadership is primary, and a leader must match their style to the situation, as various leadership models have limitations, a leader needs to adapt the leadership style according to the situation.

### **1.8.2 Leadership style:**

According to Hersey and Blanchard (1977), leadership style refers to the style of behavior leader display in their interactions with others, as observed by the people they work with. Such behaviors are observed in leaders as they navigate various circumstances. Leaders develop habits that become predictable.

This theory suggests that leadership style can be explained by examining task and relationship behaviors. The four main styles of leadership (S1, S2, S3 and S4) are explained here.

- i. S1 is highly focused on the job but does not pay much attention to relationships with others.
- ii. S2 is high on both task and relationship behavior,
- iii. S3 spends less time working and more time supporting, socializing or reflecting.
- iv. S4 lacks motivation and follows instructions only when necessary and also has low relationship behavior.

### **1.8.3 Task relevant maturity:**

It refers to how capable and willing someone is to accomplish a task they are given (Hersey & Blanchard, 1977). As explained in the Theory, there are four levels of maturity (M1, M2, M3 and M4).

- i. M1 is low on both ability and willingness.

- ii. M2 is low on ability but high on willingness,
- iii. M3 is high on ability but low on willingness,
- iv. M4 is high on both ability and willingness.

#### **1.8.4 Under leadership:**

A situation that occurs when the person being led has a development level that requires a different style of leadership than the one being used.

#### **1.8.5 Over leadership:**

An unfavorable state where the development of the followers matches the job they have, but the chosen leadership style is too advanced for them.

#### **1.8.6 Effective leadership:**

In Hersey and Blanchard's view, an effective style of leadership is found when a leader's style (S1, S2, S3 or S4) matches the maturity of the followers (M1, M2, M3 or M4). It means an appropriate leadership style for an appropriate maturity level.

#### **1.8.7 Leader:**

A leader is a person who influence others to achieve the desired goals. Both evaluators and assessors, which are usually assigned to Head Teachers and supervisors, are included.

#### **1.8.8 Follower:**

Followers are those who follow the instructions and are influenced by the leaders. Those who participate in the teacher evaluation process as evaluators or assessors, which include teachers, librarians, counsellors, and pupil services personnel.

## 1.9 Conceptual Framework

The idea for situational leadership came about in 1969 after Hersey and Blanchard published the journal "Life Cycle Theory of Leadership". After that, Hersey and Blanchard continued to improve and study the theory until it reached its present form (Thompson & Glaso, 2018). based on and extends concepts from "Tannenbaum and Schmidt's leadership continuum", "Blake and Mouton's managerial grid", and "Reddin's three-dimensional leadership style" (Papworth et al., 2014). According to situational leadership, the two key behaviors leaders should have are "task behavior" and "relationship behavior" (Meirovich & Gu, 2015). Leaders use task behavior when they clearly outline the duties and responsibilities of others by talking to them, and they use relationship behavior when they engage in two-way to assist in performing tasks (Sulistyan & Harmawan, 2024).

When group readiness increases, leaders should devote more attention to building relationships and less to accomplishing tasks (Hersey & Blanchard, 2013). In theory, the style (S1) that includes action in favor of teamwork (high task, low relationship style) is commonly known as the directing style. According to Hersey and Blanchard, if employees lack motivation and ability, leaders should use the "telling" style. The leader's main role is to emphasize getting the work done and keep the connection casual. A second style is known as "high task, high relationship style coaching" (S2). Using this style, the leader participates significantly in completing tasks while also paying attention to people's feelings and personal relationships. This is a better match when subordinates have enough motivation but lack skills (Hersey & Blanchard, 2013). The third kind of style, called supporting style (S3), is characterized by an individual having a high relationship focus and a low task emphasis. Leaders set less direction, but more interaction and cooperation occur between the leader and group members. It helps employees who are capable but

not highly motivated (Hersey & Blanchard, 2013). The last approach on the list is called delegating (S4), and it involves "low relationship and low task behavior". The leader often allows a team member to handle a job and follows their progress. Situational Theory is successful when employees possess a wide range of skills and are highly motivated (Hersey & Blanchard, 2013).

Myer and Allen's model of organizational commitment use three dimensions: affective, continuance and normative commitment, which is what the study has used for employee commitment (Myer & Allen, 2016). "Affective commitment", is the feeling employees have towards the organization. It primarily encompasses the ideas and expectations that employees have regarding the goals and values established by the organization (Mercurio, 2015). On the opposite side, "normative commitment" measures how strongly an employee believes in the organization and is eager to do much work to help, whereas "continuance commitment" describes the barriers and the cost of leaving the organization (Baidoun & Anderson, 2024). Myer and Allen describe how leaders adapt to followers' needs with four different leadership styles (depending on the leaders in different articles, they can be called by other names) (Thompson & Glaso, 2018).

This study is anchored in Hersey Blanchard's Situational Leadership Theory (Hersey, Blanchard & Johnson, 2013), which posits that effective leadership is contingent upon the readiness and maturity level of followers, this theory emphasizes that leadership is not fixed but rather adaptive to situational needs, requiring leaders to adjust their styles based on the competence and commitment of their subordinates.

In educational context head teachers act as leaders, while teachers serve as followers. According to the model leadership effectiveness depends on balancing task behavior and relationship behavior (Northouse, 2022). In this study Leadership style constitutes the independent variable, while leadership practices form the dependent variable. The maturity and readiness of the

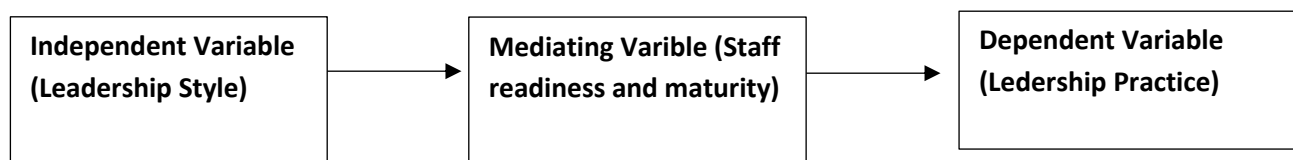


teachers serves as the mediating variable determining how leadership styles are Implemented in practice (Thompson & Glaso, 2018). Furthermore, the type of school is introduced as moderating variable, given that contextual differences such as governance, resources and accountability system may influence how leadership style may translate into observable practices (Leithwood et al., 2020).

Accordingly, this study conceptualizes that;

- Leadership practices are shaped by the leadership style adopted by head teachers.
- The appropriateness and success of a leadership style are mediated by staff readiness and maturity.
- The relationship between leadership style and leadership practice is moderated by the type of school.

This conceptualization allows for an in-depth examination of how situational leadership is applied in public and private schools in secondary schools of district Batagram, and how it can be optimized to enhance educational leadership effectiveness.



*Fig 1.9.1; Conceptual framework of the study.*

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Leadership: General Overview

According to Stogdil, who examined a large number of leadership studies, there are almost as many versions of what leadership means as there are people who have described it (Antonakis & Day, 2018). Everyone generally knows what these words mean, but their meanings can vary from person to person (Meuser et al., 2016). Several bases are used by researchers and practitioners are described below.

While most understand what leadership is without thinking about it, giving a clear definition has been tough for experts and those who practice it (Grint, 2017). The study of leadership began more than a century ago, and its definition has undergone significant changes (Northouse, 2019). Many influences from the world, politics, and the discipline's perspective on the topic have shaped these definitions. In an important study, Rost examined literature from 1900 to 1990 and counted over 200 explanations of what leadership is. Rost provides a clear account of the various definitions of leadership that have been used over the last hundred years (Grint, 2017).

Control and centralization of leadership were the primary concepts in the leadership literature of the first three decades of the twentieth Century (Northouse, 2016). An example of this is found in a 1927 leadership conference, where leadership was declared as the ability to influence those led and obtain their obedience, respect, loyalty and cooperation (Antonakis & Day 2018). Traits from the 1930s began to shape how we define leadership, and there was a shift away from viewing leaders as simply dominating others. A leader's personality and the personalities of those they guide are important, as both arise from and affect one another (Antonakis & Day, 2018).

By the 1940s, the group approach was widely used, and leadership was understood as the way someone acted while organizing group projects. Additionally, leadership through persuasion differs from leadership by coercion, which is known as "driver ship" (Dinh et al., 2014).

1950s Three themes dominated leadership definitions during this decade (Northouse, 2016);

- Maintaining group theory, which saw leadership as the actions leaders take with groups;
- Leadership as a way to establish shared aims which depended on the leader's actions;
- Effectiveness, because a leader is recognized by how they influence the achievements of the whole group.

Although major events were affecting the world, leadership scholars of the 1960s found common ground. In 1960, Seeman defined leadership as the ability to influence people to work together toward common goals, stating, "Leadership consists of actions by people that guide others to aim at the same things" (Antonakis & Day, 2018).

Leadership during the 1970s was seen from an organizational behavior perspective as being "the effort to organize and direct groups or organizations in order to reach their intended goals" (Grint, 2017). Even so, Burns's description is still the most important: "Leadership happens when individuals use their motives and values along with several resources, facing competition and conflicts, to help achieve personal or common goals" (Grint 2017).

In the 1980s, numerous scholarly and popular works discussed leadership, making it seem especially important to academics and the public. As a result, the definition of leadership evolved into a blend of diverse ideas with a few dominant themes (Northouse, 2016).

- Do as the leader wishes. Leadership is generally still described as getting people to do as the leader directs, which suggests that this definition is widely accepted.

- Influence. Many leadership definitions from the 1980s regularly mention influence, which is analyzed from all perspectives. Some scholars insist on differentiating leadership from management, saying that leadership is influence without coercion (Northouse, 2016).
- Traits. Thanks in large part to the national bestseller “In Search of Excellence” by Peters & Waterman in 1982, leadership-as-excellence became a leading trend, once again focusing attention on leader traits. For this reason, a trait orientation is common when people consider what leadership entails (Northouse, 2016).
- Transformation. In his book in 1978, Burns introduced the idea that leadership happens when people come together, and both the leader and the followers are encouraged to grow in motivation and virtue (Northouse, 2016)

Despite disagreement for many years, leadership experts in the 21st Century all agree there is no single, consistent description of leadership. Many discussions continue about whether leadership and management are distinct, and some explain how factors such as traits, skills, or relationships contribute to effective leadership (Dinh et al., 2014). Due to the influence of globalization and generational differences, the meaning of leadership will continue to evolve among individuals (Yukl, 2019). The final point is that leadership can be difficult to define and is constantly evolving (Northouse, 2016).

### **2.1.1 Ways of Conceptualizing Leadership**

Over the past 60 years, approximately 65 approaches have been employed to explain the various components of leadership (Dinh et al., 2014). For our specific discussion, Bass's scheme gives a good starting point. He mentioned that some approaches define leadership as being at the core of effective group behavior (Northouse, 2019). Hence, the leader is at the core of group changes, directs activities and represents the group's intentions. A separate way to view leadership

is by analyzing personality, as it is thought to be related to certain unique traits that some people possess (Zacarro et al., 2018). As a result, such individuals can inspire others to do different tasks. Some other ways to look at leadership suggest that leaders bring about changes through the activities or actions they take (Antonakis & Day, 2018).

Some explanations of leadership emphasize the influence of power between leaders and those they lead. Employees in these theories believe leaders can shape others' actions using their power. Many people view leadership as helping followers achieve successes that exceed what is normally expected of them (Yukl, 2019). Finally, some scholars address leadership from a skills perspective. This approach emphasizes that effective leadership stems from possessing and applying knowledge and skills (Northouse, 2016).

According to Northouse, leadership can be viewed in various terms. However, the main parts of it are that (a) it is a process, (b) it involves influencing, (c) it occurs in groups, and (d) it has people working towards common objectives (Northouse, 2019). Because of these factors, leadership is understood as:

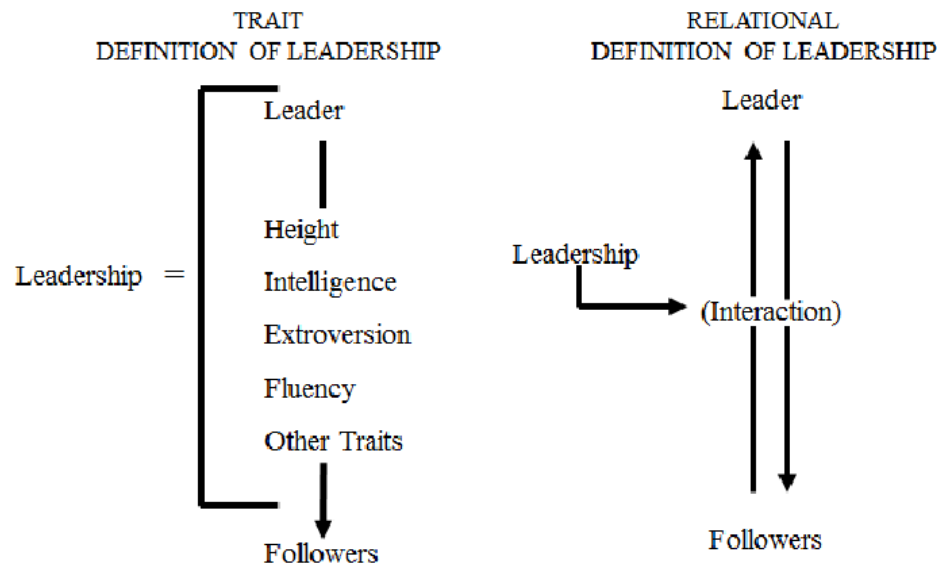
When individuals are led, the leader helps a group work together to achieve a specific goal (Northouse, 2019, Leadership: Theory and Practice).

### **2.1.2 Leadership Described:**

Apart from clarifying what leadership is, it is also important to address various issues related to the nature of leadership. The next section will examine differences in leadership as a trait, as a process, and in appointments; we will also explore when leadership is distinct from power, coercion, or management (Northouse, 2019).

### 2.1.3 Trait versus Process/ Relationship Leadership;

*Fig 2.1: The Different Views of Leadership*



*Source; Adapted from “A Force for Change: How Leadership Differs from Management”.*

Figure 2.1 shows the overview of the Trait versus Relationship Leadership. Many people have heard things like "He was made to be a leader" or "She is born with leadership skills." Many people who subscribe to the trait perspective in leadership recognize this (Barnes et al., 2024). The trait perspective claims that certain individuals possess innate traits that enable them to be leaders, which helps them stand out from those who are not (Haslam et al., 2024). Experts in leadership identify potential leaders in part by their physical characteristics (e.g., height), as well as by personality traits such as being extraverted and more general attributes like being intelligent and fluent (Khan et al., 2020).

Talking about leadership as a trait is very different from describing it as a process. The trait view sees leadership as a set of traits that some people possess in varying amounts (Badura et al.,

2020). Therefore, it implies that some people are born with it and have the opportunity to choose those believed to have special talents from a young age (Fischer et al., 2023).

From a process perspective, leadership occurs when leaders and followers connect and interact, making leadership accessible to everyone (Fischer, 2023). The process of leadership can be recognized in the leader's actions, making it something that can be learned (Graeff & Karau, 2022)

#### **2.1.4 Assigned Versus Emergent Leadership**

Leaders in organizations usually have an official role, but one is recognized as leaders because other members look up to them (Northouse, 2022). Assigning responsibilities and self-organization in groups create what are called assigned leadership and emergent leadership (Wellman et al., 2020). Being in a leadership position within an organization is referred to as assigned leadership (Haslam et al., 2024). People like team leaders, plant managers, department heads, directors and administrators are assigned to lead others (Barnes et al., 2024).

Being given a leadership role does not always make a person the actual leader in a given organization. Suppose others regard one person as the most powerful member of a group or organization, even if the person does not have a fancy title; that shows emergent leadership (Fischer, 2023). Others in the organization may endorse and accept the individual's actions, which helps them become leaders. People do not become leaders in this style by holding a job title; rather, it emerges through strong communication (Barnes et al., 2024). Some examples of positive behavior that helps a leader emerge successfully are speaking to others, staying informed, gathering ideas from your team, suggesting new approaches and being both firm and flexible (Fischer, 2023).

Besides the way people communicate, personality appears to affect who becomes a leader. Smith and Foti in 1998 studied 160 male college students and found that certain personality traits were associated with individuals who went on to become leaders (Badura et al., 2020). People who stood out with leadership qualities (being dominant, clever, and confident in their skills) were generally regarded as leaders by their fellow members. Even though the effects of these three traits on women are not clear, Smith and Foti suggested they could show who others consider to be future leaders (Barnes et al., 2024).

Leadership emergence may also be affected by gender-biased perceptions. When Watson and Hoffman in 2004 examined 40 mixed college student groups, they found that when urged to influence their group to choose high quality decisions, women succeeded equally to men with the same task (Offerman & Foley, 2020). While everyone gave equal value to both male and female leaders, women received significantly lower rankings than men in leadership positions. Also, likeable personality ratings were given to influential men significantly more often than to influential women. Not all organizations are making it easy for women to take on leadership roles (Hoyt & Murphy, 2021).

A different perspective on how people become leaders is offered by social identity theory by Hogg in 2001. From this perspective, leadership emergence refers to the extent to which a person aligns with the group's purpose and values (Eagly & Sczesny, 2022). With the progress of groups comes the development of a typical group (prototype). A person is recognized as a leader when they most closely represent the group's prototype. A leader earning respect from the group by being similar to the prototype influences their behavior (Haslam et al., 2024).

The theories of leadership we discuss will work much the same in situations where people are assigned or begin leading persons or groups by taking the lead. Leadership is evident in a



person when they make decisions, take charge or help others, whether they are formally recognized as a leader or not (Haslam et al., 2024).

### **2.1.5 Leadership and Power;**

Power forms a connection to leadership because it involves influencing others. Power is the capacity or potential to influence. A person is powerful if they can shape others' views, behaviors and decisions. Ministers, doctors, coaches and teachers are the types of people who can influence us. Using their skills as speakers, they can impact what we think (Yukl & Gardner, 2020).

Many researchers credit French and Raven's paper of 1959 on social Power as being the most discussed in the study of Power. They based their understanding of Power on how a dyadic relationship worked between someone influencing and someone being influenced (Fischer, 2023). According to French and Raven, a powerful manager usually relies on referent, expert, legitimate, reward and coercive Power. People with these bases of Power are capable of affecting the attitudes, values or behavior of others as explained by J. R. French Jr. and B. Raven in 1962 (Yukl & Gardner, 2020).

**2.1.5.1 Referent Power:** Followers identify and like the leader, which motivates their behavior. Students may give more attention to teachers they admire, which gives the teachers referent Power (Northouse, 2022)

Leaders are seen as experts to their followers, which forms Expert Power. A guide who is knowledgeable about another country has expert Power (Barnes et al., 2024).

Possessing Role Power means influencing because of authority in your role. A judge, in handing down sentences during court proceedings, exercises legitimate Power.

Reward Power comes from being able to give important rewards to others. A boss who rewards his or her staff for hard work utilizes reward power (Haslam et al., 2024).

Coercive Power comes from being able to penalize others. If a coach makes someone watch practice from the sidelines for being late, they are using coercive Power (Badura et al., 2020).

In an organizational setting, the main kinds of Power are position power and personal Power. Being high in the hierarchy of an organization gives someone position power. Power is the ability leaders have over their followers because they hold higher standing, esteem or recognition. Because of the roles they have in the organization, vice presidents and department heads wield more authority than staff members do. Position power includes legitimate, reward, and coercive Power (Haslam et al., 2024).

Personal Power is based on how much influence a leader gains because people like and trust them and believe they are knowledgeable. When followers consider certain behaviors by leaders to be important, it gives leaders influence. In some cases, people look up to their managers as good role models, which is why they are given Power. Sometimes, others are powerful since their employees view them as reliable or caring. In all three situations, people give these managers authority according to how they perceive their conations with others. Personal Power includes referent and expert Power (Barnes et al., 2024)

#### **2.1.5.2 Leadership and Coercion;**

Coercive power belongs to the kinds of power that leaders can use. Coercion involves the use of force to effect change (Northouse, 2022). Coercive management uses force or pressure to get others to act against their wishes, which may involve threatening them with penalties or offering special rewards as motivation in their job area. Coercion uses threats, punishment and schedules that give rewards only when bad things happen as methods (Haslam et al., 2024) Leaders like Adolf Hitler, the Taliban leaders in Afghanistan, Jim Jones in Guyana and North Korea's

Supreme Leader Kim Jong-il have tried to get their followers to perform extreme behaviors with force (Ali & Aslam, 2019).

Because Hitler, the Taliban and Jones exhibited behaviors of coercion instead of leadership, it is useful to know the difference. Coercive people are not promoted as examples of good leadership in discussions about leadership. The way we have explained leadership means that it is for individuals who bring together a group to reach a specific goal. Leaders who coerce their team are not usually concerned about their team members' needs or interests. Utilizing pressure or force works against supporting followers in joining the same cause (Ali & Aslam, 2019).

### **2.1.6 Leadership and Management;**

Leading a team is much like managing because they both focus on many of the same things. Leadership involves influence, as management does. To lead means to work with people, which also forms an essential aspect of management. Leadership focuses on achieving objectives, and management does the same. In most cases, management duties also encompass leadership responsibilities (Northouse, 2022).

However, leadership differs from management. Leadership was studied by Aristotle centuries before, but management started to develop as our society industrialized in the early 20th century (Alghatani, 2022). The primary reason for creating management was to address chaos and enhance the way organizations are run. When Fayol in 1916 introduced management as a set of functions, the primary ones were planning, organizing, staffing and controlling. These basic tasks remain important in the practice of management now (Northouse, 2022).

Kotter in 1990 maintained that the roles of change management and organizational development are not at all the same. Management is mainly concerned with ensuring order and regular practices, but leadership is mainly about initiating change and inspiring action.

Management focuses on maintaining stability and order; leadership is concerned with driving change for growth and improvement (Haslam et al, 2024).

In his work, Kottler argued that for an organization to prosper, it needs both management and leadership. If there is management but no leadership in an organization, the outcome might be slow and difficult. In some cases, if strong leadership exists but management is missing, the change efforts within the organization may end up being pointless or focusing on unimportant things. Being effective means providing strong management as well as effective leadership within the organization (Haslam et al., 2024).

Many academicians believe that leadership is distinct from management. As an example, Bennis and Nanus (1985) stated that leaders should not be confused with managers. Managing involves performing tasks and adapting to routines while leading entails guiding others and creating plans to improve things. In one of their most famous sentences, Bennis and Nanus described the difference this way: "Managers do things right, and leaders do the right thing" (Fischer, 2023).

Rost in 1991 also believes that it is essential to distinguish leadership from management. He stated that leadership influences in many directions, and management is based on having authority. Whereas leadership develops a common goal for everyone, management is about organizing actions to complete the job. While leaders and followers try to make a difference, managers and their teams are mainly concerned with selling products and services (Offerman & Foley, 2020).

Considering the subject more narrowly, Zaleznik in 1977 argued that while leaders and managers are distinct, they are, in fact, different kinds of individuals. According to him, managers usually respond to problems and handle them by working with individuals, but on an unhurried

and heartless basis. They act to limit choices. As Zaleznik saw it, leaders are people who are emotionally engaged and involved. They prefer to create alternatives rather than accept and support those already proposed, and they strive to devise new options to address long-standing issues. Leaders challenge how people think about achievements (Offerman & Foley, 2020).

Table 2.2 provides the comparison of Management and Leadership.

*Table 2.2: Management vs Leadership*

<b>Management Produces Order Consistency</b>	<b>Leadership Produces Change and Movement</b>
<ul style="list-style-type: none"> <li>• Planning and Budgeting</li> <li>• Establish agendas</li> <li>• Set timetables</li> <li>• Allocate resources</li> <li>• Organizing and Staffing</li> <li>• Provide structure</li> <li>• Make job placements</li> <li>• Establish rules and procedures</li> <li>• Controlling and Problem Solving</li> <li>• Develop incentives</li> <li>• Generate creative solutions</li> <li>• Take corrective action</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing Direction</li> <li>• Create a vision</li> <li>• Clarify big picture</li> <li>• Set strategies</li> <li>• Aligning People</li> <li>• Communicate goals</li> <li>• Seek commitment</li> <li>• Build teams and coalitions</li> <li>• Motivating and Inspiring</li> <li>• Inspire and energize</li> <li>• Empower subordinates</li> <li>• Satisfy unmet needs</li> </ul>

*SOURCE: Adapted from A Force for Change: How Leadership Differs From Management, New York: Free Press.*

## **2.2 Educational Leadership**

The way educational leaders manage things greatly influences the culture and results of organizations. Leadership in schools can significantly impact the school culture, the way teachers teach, and the success of students (Leithwood et al., 2017). Primary leaders in a school, known as head teachers, help improve teaching, foster a positive atmosphere in the school, and shape outcomes for students (Robinson & Gray, 2019). Head Teachers play a key part because they are in charge of both the academic side and the daily and cultural life of the school (Bush & Glover, 2016). This literature review analyses existing studies on the leadership of head teachers, primarily using the Hersey-Blanchard Situational Leadership Model as a framework while also incorporating criticism from various authors. The purpose is to investigate the interaction between the actions of head teachers and the challenges at school and to offer a detailed description of the views from authors on leadership in general and Situational leadership in particular. Many leadership theories have been examined to learn how to manage teams effectively, and one model highly regarded in this field is Hersey and Blanchard's Situational Leadership model (Hallinger & Heck, 2018). The purpose of this review is to examine how head teachers can apply Hersey and Blanchard's model in practice. This review will cover the key aspects of the model, discuss various leadership styles and their impact on school leadership, and examine existing evidence on how head teachers can lead more effectively based on their staff's abilities and involvement. This review thus examines what it takes for head teachers to be adaptable and flexible when overseeing schools with diverse needs.

Leadership decisions in education impact numerous areas, including academic achievements, teacher morale, student involvement, and community relations (Leithwood & Jantzi, 2020). Leadership is important in schools because it helps guide educators and influences

them to reach the goals the leader has in mind (Panell & McBrayer, 2020). A head teacher must encourage everyone in the school to work as a team, cope with changes, and ensure that students and teachers are well looked after (Panell & McBrayer, 2020). Since leadership situations constantly change, being flexible, aware, and adaptable as a leader is crucial.

It is the job of head teachers to foster the mission, vision and goals of the schools. Head Teachers are responsible for many things, such as direction, managing the physical area, student control, and how lessons are taught (Bush, 2021). In leading faculty, staff, and students, the principal is expected to support learning and academic progress, as well as address any issues that may arise. In addition to being a manager, a principal also acts as a team builder, motivator, leader of instructions, life coach and change agent (Westbury & Zhao, 2021; Davis & Nexon, 2024).

Many theories have tried to describe how leaders behave based on two areas (tasks and relationships). According to Murphy, the situations that exist in an organization, such as work and social settings, are what make leaders (Thompson & Glaso, 2018). Bales and Slater investigated how small groups without a leader sort out leadership and found that the group members who specialize in social and emotional tasks differ from those who specialize in technical work (Fischer, 2023). The scientific management approach to goal achievement, introduced by Cartwright and Zander, included goal achievement functions and group maintenance functions. They identified four key areas of focus: peer influence, group arrangement, leader traits, and Gender (Yukl & Gardner, 2020). In his work, McGregor explained the assumptions he had about employees and the sorts of leadership behaviors that corresponded to these views (Fischer, 2023). According to Theory X, employees are believed to be unmotivated, lacking ambition, and only interested in receiving their salaries with minimal effort, this means they must be closely monitored. According to Theory Y, employees are motivated to work and take accountability and

therefore, require only limited supervision. He developed these assumptions for specific situations, and they are dependent on those situations. Production centered leaders were studied by Likert (1961) and Blake and Mouton (1964), who viewed these leaders as primarily focused on results rather than employees (Ali & Aslam, 2019). Likert created four systems of management: Exploitative authoritative, Benevolent authoritative, Consultative and Participative authority. Black and Mount established a tool for managers called the “Black Mountain Managerial Grid”, which assists leaders in recognizing both their management style and the styles of their employees. The study by Brown (1967) investigated leaders by examining how much they focused on the system versus how much on individuals. According to Fiedler (1967), the “directive low” refers to a leader who values specific goals and likes coworkers, while the “permissive high” means the leader values flexibility and dislikes coworkers (Northouse et al., 2022). The “least preferred coworker” (LPC) scale developed by Fiedler instructs you to write down the coworker you find least acceptable to have on a team. The higher the positive rating you give to your least favorite coworker on multiple criteria, the more you focus on relationships at work. Vroom and Yetton (1963) introduced the concepts of autocratic and democratic types of leader behavior. The Vroom-Yetton model helps you select the appropriate decision-making method and style based on what is currently happening in your organization (Northouse et al., 2022).

Current theorists also emphasize considering the different variables that can affect a situation. According to Fiedler 1967, the most important factor in effectiveness is how well a leader motivates his/her team. He advised leaders to be put into jobs or environments that reflect and utilize their unique personalities and styles (Leithwood et al., 2020). Fiedler believes that a leader performs well when their behavior fits the demands of the situation. Utilizing this model, you will discover your leadership style, understand the situation that requires a leader, and determine if you



are the appropriate person to take the lead. Blake and Mouton (1978) explained that being flexible as a manager means adapting one's actions to suit the situation, and versatile managers would change the situation to fit the 9-9 pattern (Haslam et al., 2024). According to managerial grid theory, a leader's approach is determined by their focus on caring for people (the level of interest in working conditions, job development, and team needs) and results (the priority paid to achieving clear and achievable targets and the efficiency of the team) (Bush & Glover, 2016).

In his study of how leadership affects organizations, Zanders (1979) grouped theorists into single-style groups or multi-style groups. Some theorists who proposed just one way were Weber (1946) bureaucratic; Taylor (1947) scientific management; Mayo (1933) human relations, U.S. military (1947) leadership; Homans (1948) social exchange; and McMurry (1958) benevolent autocrat. All theorists believe that there is a single correct set of leadership actions that make an organization work well. However, it was noticed that a leadership style that works well in one setting might not be the best fit in a different setting (Northouse, 2022).

What Amin, Ijaz, and Islam (2018) found in Pakistan builds on the arguments of Basses and Eastman, revealing that, for the same reason, company behavior is affected by social culture, religious values, the company's environment, and its structures and systems. Certain characteristics in these dimensions, for example, intellectual stimulations and contingent rewards, are treated differently (Amin et al., 2018). Leadership styles are used differently in parts of the world where people are either more individualistic or more concerned with the group due to differences in society and organizations (Ali & Aslam 2019).

Here, leadership means the principal using influence to encourage faculty to reach common objectives. Modern leadership is thought to form based on the links and communication between administrators and teachers, which is why taking it as a process is important (Leithwood et al,

2020). It utilizes the fact that both the principal and faculty members participate in leading the school. Pakistan's education system is not as advanced as that found in many other countries, according to Shah (2010). Several researchers, such as Iqbal (2004) and Isani (2001), have pointed out that poor leadership is one of the reasons for this situation. At the same time, there is a lack of research on leadership or leadership styles. Additionally, studies on leadership based on observation are largely limited to the Western world, and there are fewer studies conducted in places like Pakistan, according to Shaw (Ali & Aslam, 2019).

Hersey and Blanchard (1977) proposed Situational Leadership Theory. Leaders should recognize how mature their followers are and tailor their management style to match the situation (Clement et al., 2022). If followers are not highly developed, you should explain leader behaviors; in the middle stage, coach and have them join in on actions, and if they are highly developed, delegate leadership tasks to them. The idea behind Hersey and Blanchard's Situational Leadership Model (SLM), first introduced in the 1960s, is that leadership styles vary according to the situation. The conditions influence the type of leadership that works, primarily in terms of how experienced or mature the followers (or team members) are. According to the model, leaders should assess the skills and commitment of their group members and adjust their leadership style accordingly (Clement et al., 2022).

SLM divides leadership into four styles Directing, Coaching, Supporting and Delegating and every style works best for a specific level of development in follower skills. It also places importance on having the right balance between task behavior (giving directions and rules) and relationship behavior (supporting and encouraging individuals). Since head teachers supervise employees with varying experience, motivation, and talent, the Situational Leadership Model is particularly helpful for them (Dickens et al., 2021).

Four leadership styles are identified in Situational Leadership Theory. Style 1 ‘S1’ team member concentrates more on the work to be done and less on building relationships. S2 managers exhibit a wide range of task and relationship behaviors. S3 management prioritizes relationships over task completion, whereas S4 management does the opposite (Grissom et al., 2018).

Hersey and Blanchard's Situational Leadership Theory outlines four different levels of task-relevant maturity that a group or individual follower may achieve. Someone at maturity level one (M1) has a low amount of both willingness and ability. Maturity level two (M2) is led by a strong desire to act but not by actual skill. Maturity level three (M3) means less willingness and more ability, while maturity level four (M4) has high levels of both. Hersey Blanchard explains that a leader should adjust their leadership style to fit the circumstances and the level of motivation among employees. It enables leaders to adjust their style to any situation, thereby helping them achieve the best outcomes for the organization. Subordinates want to be treated according to their level of maturity. Hersey Blanchard's model is easily understood and is well-liked by people working in purchasing (Pannell & McBrayer, 2020).

These Head Teacher Preparation Programs (HTPPs) were designed to provide teachers with valuable course material and practical experience in schools (Dickens et al., 2021; Grissom et al., 2018). Various studies have noted that effective Public Private Partnerships (PPPs) prioritize contextual leadership and primarily employ direction-based strategies (Dickens et al., 2021; Pannell & Surgi-McBrayer, 2020; Clement et al., 2022). Because administrative leaders can affect every area of the institution, situational leadership is likely the most important for fulfilling the school's mission and vision (Pannell & McBrayer, 2020). The situational leader, as outlined by Hersey and Blanchard (1997), provides leaders with self-awareness and demonstrates their professionalism in both relationships and tasks. Task behavior describes the leader's actions in

telling people when, where, what and how to work. Two-way acting is described by the leader being a good listener and always supporting their employees. Being a manager as well as a teacher are situations in which situational leadership is particularly effective. Meir (2016) points out that a teacher adjusts instruction to match the level of understanding of the students, whether it is advanced or basic. Lately, he claims that learning goals should be based on the learner's maturity, similar to the approach in situational leadership theory, and shares four types of settings for teaching and learning. Identifying these stages enables the lecturer to understand how students function and then select the most suitable teaching strategy. This shows the versatility of Situational Leadership Theory (Sulistyan & Harmawan, 2024).

## **2.3 Leadership in Educational Settings**

### **2.3.1 Concept of Leadership in Education**

Educational leadership has evolved over the past several decades. Previously, educational leaders were characterized as leaders who gave orders from the top without consulting many stakeholders (Bush, 2021). At the same time, schools now expect leadership models to enable more students to participate, resulting in more inclusive practices (Hallinger & Heck, 2018). With transformational leadership, the focus is on getting staff to perform well in the future by remembering the school's long-term goals, not only on practical or routine activities (Robinson & Gray, 2019).

Recently, areas of leadership have been distributed so that teams can contribute effectively at school. It is now recognized that the entire group of head teachers, teachers, students, and the wider community collectively help lead a school rather than just one person. Leadership in this context involves encouraging and involving various members of the school community, such as staff and parents (Harris & DeFlaminis, 2016).

### **2.3.2 The Role of Head Teachers**

Head teachers are the main leaders in a school. They affect both the way teachers teach and how hopeful they feel about their jobs, which has consequences for student achievement (Davis & Nexon, 2024). As the leader of a school, head teachers need to oversee policy, encourage a positive environment for students, manage resources, develop teachers, and look out for student well-being. Over the recent period, the head teacher has taken on leadership in teaching, leading change, and reacting to the pressures schools face from government and society (Hallinger & Heck, 2018).

The style of leadership the head teacher has, plays a critical role in determining how these duties are carried out. As schools become more complex and diverse, head teachers must adapt their leadership to address both the varied concerns of staff and the diverse needs of students (Fischer, 2023).

### **2.3.3 Leadership Styles and Their Impact on School Culture**

Leadership style has a significant impact on school culture. While demanding compliance, such a leadership style could discourage others from offering their ideas. On the other hand, such a style may lead staff to be more motivated and united, yet it can become confusing when quick decisions are needed during a crisis (Clement et al., 2022). SLM helps leaders by providing them with the flexibility to choose the most effective leadership style, depending on the circumstances at the school.

Situational leadership is effective in addressing the numerous changing requirements in a school. Head teachers have to transition between several roles, such as leading, managing, and communicating, and being able to choose the best approach for each staff member is why situational leadership helps them a lot (Northouse, 2022).

## 2.4 Overview of Hersey and Blanchard's Situational Leadership Model

### 2.4.1 The Foundations of the Situational Leadership Model

Hersey and Blanchard's Situational Leadership Model points out that leaders have to change their leadership approach to suit how "mature" their team members are. There are two key parts to being mature: competence (can do something) and commitment (wanting to do it). As team members become more confident and committed, leaders should shift from guiding every task themselves to allowing their teams to handle more responsibilities.

The model identifies four primary leadership styles (Thompson & Glaso, 2018):

- i. **Directing (S1):** High task behavior, low relationship behavior. It should be used when team members are unfamiliar with their tasks and require clear guidance and attention. New or inexperienced teachers or staff may be helped by head teachers using this approach.
- ii. **Coaching (S2):** High task behavior, high relationship behavior. If followers have skills but are not motivated or enthusiastic, a Manager Gives Work instruction is used. The head teacher provides guidance and support by encouraging staff members. Boosting confidence and skills could motivate new teachers, making coaching helpful for them.
- iii. **Supporting (S3):** Low task behavior, high relationship behavior. This works best when follower's talents are strong, but they still need support to remain positive and dedicated. With teachers who have been working for a long time but still have room for development, head teachers might employ this leadership style.
- iv. **Delegating (S4):** Low task behavior, low relationship behavior. Using a leadership style like this is successful when the followers are effective, eager to help, and able to operate independently. Head teachers need to assign important responsibilities to experienced teachers who work well independently.

The Situational Leadership Model suggests that leaders should assess what needs to be done, as well as determine if subordinates are ready to carry out the task. Being able to adapt to either style is what makes the model useful in different parts of the business (Bush, 2021).

## **2.4.2 Situational Leadership Model Principles can be Applied to Head Teacher Practices.**

### **2.4.2.1 Head Teacher as a Situational Leader**

Different leadership styles can be needed by head teachers, depending on the experience of the subordinates in their schools. A new head teacher might use a direct style to set rules and ensure that everyone understands what is required. As team members develop confidence and gain experience, the head teacher may coach or delegate, allowing staff to take on a stronger role in decision-making (Leithwood et al., 2020).

A good head teacher recognizes the circumstances, knows where their staff are developed and leads in the best way for those circumstances. Because of their adaptability, leaders can better encourage and inspire the staff, which helps the school run much more efficiently and effectively (Sulistyan & Harmawan, 2024).

### **2.4.2.2 Task and Relationship Behavior in School Leadership**

Situational Leadership stands out because it emphasizes the balance between doing tasks and listening to your team. Head teachers should be good at explaining what is required and expected of staff (task behavior), as well as helping develop strong staff relationships (relationship behavior). A head teacher who has too much task focus may come across as too strict, and a head teacher who puts the same effort into relationships may find it tough to decide on difficult topics (Northhouse, 2022).

The amount of management depends on what is best for staff members. When teachers are just starting, head teachers often direct them closely with clear instructions, which requires much

supervision. As time passes and teachers feel more secure, head teacher support can shift to leading by coaching and mentoring (Fischer, 2023).

#### **2.4.2.3 Developmental Levels of Followers (Teachers and Staff)**

Promoting staff development is typically a primary responsibility for head teachers running schools. Recognizing how teachers develop and adapt leadership styles helps build their professional skills and maintain work satisfaction. For example, new teachers could use detailed instructions to receive feedback, whereas experienced teachers might prefer more autonomy and opportunities to expand their skills (Panell & McBrayer, 2020).

Being able to see follower development change as situations require is a core principle of the Situational Leadership Model. Teachers may become more experienced and dedicated to their profession over time, and head teachers should adjust their leadership approach accordingly (Bush, 2021; Clement et al., 2022).

### **2.5 Criticism on Heresy Blanchard Model**

Many organizations use the Situational Leadership Model, but it has its share of critics. Some researchers argue that the model does not accurately capture the challenges of leading and following in organizations (Northouse, 2022; Thompson & Glaso, 2018). Using only competence and commitment may fail to describe everything about people, and it might not consider the effect of things like organizational values or current pressures (Meirovich & Gu, 2020). Additionally, assessing the "maturity" of followers can be subjective. Not always understanding how skilled and dedicated staff are, leaders may apply the wrong leadership styles. Others believe that the model does not adequately consider the leader's character, which can significantly influence their approach to various leadership styles (Northouse, 2022, Sulistyan & Hermawan, 2024).



Many managers are trained using situational leadership, but researchers criticize its models and question the level of support. Many management educators find it challenging to explain the concept of situational leadership. Hersey Blanchard's situational leadership theory is a theory with a major paradoxical aspect (Bush, 2021). Experts often like the model because it seems logical; however, research has not found strong support for it. Many people have said for years that the Hershey Blanchard model, popular as it is, lacks solid empirical evidence. More studies have been conducted on the topic, and objective analysis reveals that this argument loses persuasiveness (Egan, 2024).

### **2.5.1 Empirical evidence and criticism**

Hambleton and Gumbert (1982) found, through their study of managers' responses to the Leader Behavior Analysis (LBA) instrument, that situational leadership was positively correlated with their views on followers' success (Egan, 2024). These researchers found that when the SLT model was put into practice, the performance of subordinates improved significantly (*ibid.*, p. 240). At the same moment, the authors warned that their findings should not be generalized, as questions about management styles were self-reported, and the sample of managers was not properly representative (Northouse, 2022; Egan, 2024). According to Goodson, McGee, and Cashman (1989), there was no significant correlation between employees' readiness and their behavior as leaders in setting structure and showing consideration. Some research results did not support what SLT claimed about the best, second-best, third-best, and worst leadership styles. When their data is analyzed rigorously, another study could reach a different outcome (Thompson & Glaso, 2018; Meirovich & Gu, 2020). Employees' answers about their maturity were sorted into four groups, resulting in approximately the same number of people in each group. Such a technique raises serious questions. Categories of maturity/readiness appear to be arbitrary. An employee in the first

quartile may not necessarily have the lowest preparation since R1 is not directly tied to that quartile (Bush, 2021). Even those in the top quartile may not have the highest rank possible, which is R4. Four groups of maturity levels that are evenly filled are frequently signs that something is wrong. It makes more sense that due to normal distribution, most employees tend to be close to the center values in the groups represented by R2 and R3. Other studies support this proposition (Northouse, 2022). According to Cairns, Hollanback, Preziosi and Snow (1998), in their study of senior executives in service and manufacturing business firms, most followers fit into the R2 and R3 levels. This idea was also introduced by Hersey and Blanchard (Fischer, 2023).

In their research, Hambleton and Gumbert (1982) noted that most highly successful leaders depended on S2 and S3 styles. The data analyzed by Goodson et al. also tells a similar story. In the two first quartiles (R1 and R2), the best results came from the Selling style. Participating style was favored more in their third and fourth quartiles (Egan, 2024). It appears that a significant proportion of students were at R2 and R3 levels, which are suitable for S2 and S3 management styles. Making levels of preparedness arbitrarily can give a false sense of how ready the organization is. Self-assessment is usually not a reliable way to check both abilities and willingness (Egan, 2024).

Additionally, the study by Blank, Weitzel, and Green (1990) found limited evidence to support the SLT theory. There was no significant difference between 'fits' and 'misfits' in terms of maturity and style, up to the level of job satisfaction among followers (Leithwood, 2021). The authors used the same method to organize maturity levels for this study: by dividing the data into quartiles. It also uses years of experience instead of actual ability. Looking at the data in reports, there is no connection between experience and any of the outcome variables, even when they start with zero. Very unlikely, skills and knowledge do not influence performance and other results.

The survey's creators freely say that the technique for assessing skills is not reliable. Rather than relying on students' judgement of their level of maturity, peer feedback was used to confirm their maturity in this study (Ali & Aslam, 2019).

Vecchio, in several studies over the years (Thompson & Vecchio, 2009), divided maturity into three distinct categories. To create levels of readiness, the population was grouped into three groups: healthy, mildly ill and critically ill. This approach is similar to that of (ZT Group, 2017) and (Blank et al., 2017), except that the scale includes three levels instead of four. It is unclear why the author continues to rely on three levels of readiness despite Hersey and Blanchard's theory encompassing four levels with four distinct leadership styles. It is not immediately apparent why R2 and R3-level individuals should be grouped in an intermediate category (Blank et al., 2017). The model views Selling and Participating as being distinctly different styles of leadership. If a leader wants followers to be involved by discussing ideas and making collective decisions, it is wrong for them to try to 'sell' their ideas to their staff. This will make them less likely to adhere to the choices they made in the meeting. To obtain reliable alternatives and make the best decision, the leader should rely on the suggestions provided by employees (Meirovich & Gu, 2020).

Secondly, because of the reasons discussed before, organizing people into three categories is often not an accurate reflection of actual readiness. His approach is also valuable since it is up to supervisors to mark development and employees to identify leadership style rather than relying on self-evaluation, which adds to the accuracy of the results (Sulistyan & Hermawan, 2024). A significant portion of his results supports the model, particularly when the learner starts in areas of low to moderate readiness. In earlier studies (1987, 1992), the results were not obvious, except that when match was maintained, performance, quality of the leader-member exchange and satisfaction with being managed increased. In a further study, Cairns et al. (1998) also got similar

results. Last year's research (Thompson & Vecchio, 2009) involved more participants, and the teams performed differently in every outcome statistic than would be expected by chance alone (Sulistyan & Hermawan, 2024)

By analyzing supervisor/follower dialogue, Papworth, Milne and Boak (2009) found that if followers were more prepared, their bosses used a management style with less dominance. It is shown that when the organization is more ready, a leader's task-related actions lessen and reflect the model's guidelines (Egan, 2024). Even so, the authors note that the majority of behaviors observed in children's speech do not align with the SLT model, so their findings are only moderately helpful. According to the theory, an R1 supervisee is more likely to guide their client's learning through telling than an R2 supervisee; however, research contradicts this. This conclusion does not hold water because the assessment of readiness in the study, or in some cases, was very arbitrary (Northouse, 2022). R1 is associated with someone still learning the ropes, and R2 is used for professionals rapidly advancing in their field. The first is designed for R2, and the second matches R3 language requirements. Since such an employee does not possess particular skills but is willing to develop them further, it can be assumed that their knowledge and behavioral levels are at the second maturity level, and guidance should be provided by explaining and discussing rather than by direct directions and orders. When employees reach higher stages, their supervisors will use question-asking and explanation as the model projects (S2 elements are included in R2) (Egan, 2024)

According to Silverthorne (2000) and Silverthorne and Wang (2001), managers who employed more adaptive and flexible approaches were regarded as more successful than those who used traditional methods (Northouse, 2022). Firms under their supervision showed reduced employee turnover and quit rates, as well as better financial results. Since the Hershey Blanchard

Model was not the focus of these studies, the results suggest that the outcome was successful with contingency-based leadership. There is a case to be made that the Hersey Blanchard Model pays extra attention to a leader's flexibility and is more in agreement with the research presented than Fiedler's contingency theory (1967) or other similar examples (Ali & Aslam, 2019).

### **2.5.2 Theoretical criticism**

The model has received its most thorough theoretical study from Graeff (1983; 1997). He claimed that among its weaknesses are "internal inconsistencies, vague concepts, incompleteness and confusion because of the different versions of the model" (1997, p.153). He stated that the model is a trendy idea that relies on terms like competence and commitment to garner attention. In addition to its valid points, such criticism appears to overlook other aspects of the field. Why, out of the three links in the model expectancy, valence, and instrumentality. The instrumentality connection is the strongest way to address employee loss in motivation, which is still difficult to understand (Yukl & Gardner, 2020). Any of these factors can be adjusted to regain motivation. No matter how much instrumentality benefits employee life, it is still not entirely clear that making its meaning easier to understand should be most helpful for employees with less close relationships and greater separation between personal and job matters (Haslam et al., 2024). In other words, the Society approach is needed when there is a lot to do along with building rapport, such as in the S2 Selling style. In other words, this situation is a good fit for the S2 style, which LEAD accurately advises (Graeff, 2022). The assertion "when the expectancy argument is included, diagnostics of the Situational Leadership Theory become much less helpful" is made by Graeff.

Since its initial suggestion, Hersey and Blanchard's model has remained strong and enduring, and it remains one of the most widely used today. Thompson and Vecchio state that "this theory has been successful in leadership training for a long period because it is well recognized

and often utilized by trainers" in 2009. Managers in the study by Avery and Ryan in 2002 found the theory to be simple and helpful for their roles and thought it was relevant to what they did as managers (Ali & Aslam, 2019).

Another important point is to analyse the model and the critique of the model with the same sense of accuracy. Graeff pays great attention to how the Hersey and Blanchard model can be better when analyzing imperfections; on the other hand, there is no such detailed approach when assessing the critique (Leithwood et al., 2022). He demonstrates, for instance, that commitment and competency in SLTII (Blanchard, 1985) are not the same as the willingness and abilities found in Situational Leadership Theory, which is one type of inconsistency (Northouse, 2022). Additionally, he cites research by Blank et al. (1990), which replaces "Ability" with "Years of Experience" to assess how willing followers are to be guided. As already stated, experience is only one aspect of what defines abilities, which means making this substitution is not acceptable. The difference between competence and abilities is much smaller than the difference between abilities and experience (Yukl & Gardner, 2020). Most people can picture an employee with no experience and considerable talent outperforming someone with experience but only mediocre abilities. Other weaknesses included the use of self-reports and quartiles (according to Goodson et al. in 1989 and Blank et al. in 1990) rather than standard readiness levels, as well as the use of three classes instead of the recommended four from the model (Vecchio, 1987). That does not mean there are no theoretical difficulties with the model. Probably the biggest shortcomings of the model revolve around these issues (Northouse, 2022):

Some differences between Stader and Khawaja's (1997, 2000) theories and Halpin and Croft's (2018) theories. Yes, there is a big difference between concepts like maturity and development, willingness and commitment and ability and competence. The descriptions of

employees in terms of development in the 1985 version do not match the descriptions of their maturity and readiness in the 1977 and 1996/2013 versions (Zigarmi & Peyton, 2021). In Graeff's (1967) view, the issues are indeed as I outlay them, for the most part. However, people also argue that SLTII is the revision created by only one co-author, Karl and Blanchard, without Paul Hersey. You can hardly notice any significant differences between the original version of Hersey and Blanchard's theory and its later versions in 2013. The main difference is that the negative word "maturity" was switched with the more neutral word "readiness". It is needed since Hersey and Blanchard stated that the follower's level should depend on what needs to be done. Maturity covers a wider range of things than readiness does. Therefore, when looking at this approach, as outlined by Hersey and Blanchard, the main problems seen in the different versions can be minimized (Leithwood et al., 2022)

Blanchard and Hersey score readiness in just two ways, which might be oversimplified. Most notably, there are errors in logic between levels R2 (willing-unable) and R3 (able-unwilling), where ability and willingness for the same task move in opposite ways (Fischer, 2023). In their book, Hersey and Blanchard describe an R3 employee as able but unwilling when he or she feels fed up or scared about the manager or is insecure about what to do next (Hersey & Blanchard, 2013). Such examples are possible, though and do not cover every aspect of being prepared. If a follower has a high level of both knowledge and motivation (but not the greatest), their readiness could also be reasonably high or R3. A new employee who is initially motivated (R2 level) and gains some experience typically moves to the next level of readiness (R3) instead of progressing directly to R4. His knowledge and experience are good enough to include him in decision-making, which represents the S3 Participating style. Additionally, shifts in either direction between ability

and willingness are possible, but this is not expected to occur in most cases (Hallinger & Heck, 2018)

The LEAD instrument, created by Hersey and Blanchard, did not undergo proper validation, and its psychometric qualities are unknown (Vecchio, 1987). Most research that examines SLT utilizing empirical methods often has its own set of problems (Northouse, 2022)

### **2.5.3 Issues with the Validity of Situational Leadership Theory.**

Vecchio believes that while Hersey-Blanchard's model aligns with others, such as Maslow (1954), Herzberg (1966), and Argyris (1957), which were not tested empirically, this does not prove that the model is correct. So, when there is support for SLT concepts in the confirmed scientific models, this will make SLT more valid. The document by Thompson and Vecchio (2009) suggests that managers establish LMXs with team members. They explain that the theory can explain the earlier provided connection between experience and autonomy. As people gain more experience at work, their skills will improve, and so will their autonomy and the quality of their relationship with their manager (Thompson & Gu, 2022). Especially in high LMX relationships, this involves more delegation and empowerment from the manager. Thompson and Vecchio believe that these connections diminish the applicability of Hersey-Blanchard's theory because another theory already addresses the questions of managerial styles. This argument is weak because it is inconsistent with what Vecchio presented in his previous paper (1987). Since both models can explain leadership, which one works in real life adds to the external validity of both (Ali & Aslam, 2019)

The Vroom and Yetton (1973) model, later updated by Vroom and Jago in 1988, shares many features with the model being discussed here. According to this framework, the level of participation in decisions by followers depends on various factors and has been generally endorsed



in empirical studies (Northouse, 2022). According to this model, when followers lack information, are not fully committed to the decision, and lack commitment to the overall organizational goals, the manager is advised to use an autocratic style, also known as the Telling S1 approach. If the situation is different, the leader has to act more as a facilitator. In the newer model of Vroom and Jago (1988), if followers are experts, a leader may allow them to make a decision. Clear information about the organization allows employees to solve problems, and committing to decisions and sharing the company's goals encourages them to be more involved (Fischer, 2023). Vroom's contingency framework specifies decisions, in contrast to Hersey-Blanchard's framework, which focuses on the ongoing and flexible use of different leadership styles (Liethwood et al., 2020)

Other theories related to SLT involve how an organization's structure is formed by aspects such as span of control and decentralization. The skills of those reporting to a manager are important in defining the span of control; the greater their skills, the wider the manager's control (according to Davison, 2003; Van Fleet & Bedeian, 1977). Trained employees are assigned this task because they do not require close supervision. It also aligns with the Situational Leadership Theory, which emphasizes that highly capable followers can manage both their work and projects. In a related way, when organizations are organized more freely, employees tend to feel more motivated from within, share their abilities and learn and create more easily (Jones, 2004; Hirst, Van Knippenberg, Chin-Hui, & Sacramento, 2011). That supports the reasoning behind Situational Leadership Theory. All in all, several respected models also consider aspects of this framework, which demonstrates its relevance for practical use.

#### **2.5.4 Barriers to Flexibility and Adaptation in Leadership**

Still, using Situational Leadership can create some problems. Some barriers that head teachers experience at their institutions include strong school structures and staff members' opposition to change, which make it harder for them to practice flexible leadership. Additionally, it can be challenging for head teachers to address the diverse needs of their staff, which often increase in proportion to the size and variety of a school's team (Northouse, 2022).

### **2.5.5 Cultural and Contextual Challenges**

Strong cultural and organizational factors can positively influence the effectiveness of Situational Leadership. Situational Leadership is not well-suited to organizational cultures that have uncaring leadership and little openness to change. Because the environments of urban and rural schools, as well as private and public schools, are unique, head teachers may need to adjust their management style to fit the local situation (Halpin & Craft, 2018)

## **2.6 Evidence of Situational Leadership Model in Educational Settings**

### **2.6.1 Research on Leadership Practices in Schools**

Numerous studies have demonstrated that the Situational Leadership Model is effective in schools. According to Bush and Glover (2003), head teachers who adjust their Leadership depending on what the staff needs help school performance and teacher satisfaction. Similarly, studies carried out by Day (2004) shows that situational Leadership works well during school change or in the face of rough times (Thompson & Glaso, 2018).

### **2.6.2 Comparing Situational Leadership with Other Leadership Models**

While Situational Leadership works well, it is regularly compared with other models, like transformational Leadership (focusing on motivation and inspiration) and transactional Leadership (focusing on rewards and punishments). Transformational Leadership focuses on big visions and

inventive change, in contrast to transactional Leadership, which primarily seeks stability in the present. Using the Situational Leadership Model, a leader can effectively address both current needs and future issues (Egan, 2024).

### **2.6.3 Case Studies of Head Teachers Utilizing Situational Leadership**

Studies of head teachers using Situational Leadership have provided valuable insights into its practical application. Glickman's study (2010) noted that leaders in schools with frequent staff changes who used situational Leadership made the workplace more welcoming for teachers and saw positive changes in retention and teaching effectiveness (Glickman, 2010).

### **2.6.4 Training and Development of Head Teachers in Situational Leadership**

#### **2.6.4.1 Preparing Head Teachers for Situational Leadership**

A good leadership program for head teachers should show them how to detect where staff developmentally change their leadership approach accordingly. Organizations should ensure that professional development links the value of "flexibility and adaptability" with helpful tools to measure and utilize various leadership approaches (Liethwood et al., 2022)

#### **2.6.4.2 Impact of Leadership Development Programs**

According to some research, leaders who enroll in leadership programs based on situational Leadership do better in their jobs. Head teachers who practice adaptive Leadership tend to deal better with issues, support teachers' growth and help create a positive atmosphere in the school.

#### **2.6.4.3 Implications for Policy and Practice**

#### **2.6.4.4 Policy Recommendations for Effective School Leadership**

Situational Leadership practices can be encouraged in schools by educating policymakers. To achieve this, head teachers should be given opportunities for professional development.

Leadership should emphasize flexibility and adaptability, and a culture that values various leadership styles should be fostered.

## **2.7 Summary**

If we consider how much Head teachers help the functioning of schools, we see that the leader's actions can straightaway influence how everyone in the school performs. Different leadership styles are effective in different situations. Numerous researchers have explored how both types of behavior (task-oriented and relationship-oriented) can be successful, depending on the situation. This section also discusses four situational theories (Path-Goal, Contingency, Ohio State, and Situational Leadership Theory) and studies related to them. Every model of Leadership has its problems when put into practice in schools. However, the situation is such that the situational leadership model seems best matched to the situation, as it uses different leadership styles. It is powerful since it adopts followers' thinking, depending on their development and leaders' behavior, for a specific goal, and it is simple in application compared to other similar theories. Both Hersey and Blanchard's Situational Leadership Model and the nature of schools are compatible because they can be used in complex and diverse organizations. If head teachers understand how their staff develop, they can shift their Leadership to make the workplace more secure, energized and effective.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The study was Quantitative in nature, adopting a descriptive design as it was based on survey to investigate the leadership practices of Head Teachers in secondary schools. The quantitative approach is suitable due to its effectiveness in collecting measurable and comparable data from a relatively small but clearly defined population. The descriptive nature of the study aimed to systematically capture the current leadership practices using structured survey instruments. Data was collected using a structured questionnaire prepared at five-point Likert scale, allowing participants to indicate level of agreement or disagreement with various leadership related statements. The data was collected through self-administered questionnaires and is analyzed using quantitative methods. This methodological framework facilitated statistical analysis and supported objective interpretation of findings.

#### **3.2 Population and Sample**

The population of study included the Head Teachers of secondary schools of public and private sectors in district Batagram. For this study 87 Head Teachers of both public and private sectors were selected. The Khyber Pakhtunkhwa Elementary and Secondary Education Department administers public secondary schools in Batagram. Head teachers at these schools are recruited through government procedures and are in-charge of enforcing state rules, assuring curriculum delivery, and managing both human and material resources. They represent the formal leadership hierarchy of the public education system. According to the official website of the

Khyber Pakhtunkhwa elementary and secondary education department and District Education Office, there were 40 Public secondary schools in district Batagram.

Private secondary schools are governed by individuals, trusts, or organizations and are subject to provincial education authorities, but they frequently have more operational autonomy than public schools. According to the Private Education Network (PEN) and the Board of Elementary and Secondary education Abbottabad there were 47 registered private secondary schools in Batagram. Thus, the total population size was 87 head teachers of both Public and Private sectors.

*Table 3.2.1 Population of the study.*

S. No	Type of school	Number of Head Teachers
1	Public	40
2	Private	47
	Total	87

### **3.2.1 Sample and sampling**

Given the manageable size of target population, a Census Universal sampling technique was used due to the small size of population. This technique includes the entire population in the sample, ensuring that every individual has an equal chance of participation. Since the population size was small and easily manageable therefore, total population was taken as a sample according to Universal sampling technique. The population of research included 87 head teachers of Public

and Private institutes in district Batagram. Thus, the sample included 87 Head Teachers of Both Public and Private sectors.

### **3.2.2 Universal Sampling technique.**

Universal sampling technique refers to methods where the entire population is considered for the research study. In other words, every individual or unit in the population has an equal opportunity to be selected for the study. This technique is commonly used when the population size is small, manageable or when the researcher aims to include all elements of the population for a thorough analysis (Cresswell, 2014).

Universal sampling was practically and methodologically sound and appropriate as the study aimed to produce findings that are highly representative and context specific, eliminating sampling error and enhancing the credibility of the results and also the size of population was small and manageable (Cresswell, 2014).

### **3.2.3 Justification for the Sample and Sampling Technique;**

The selection of the entire population of head teachers from secondary schools in District Batagram as the sample of the study was justified by both practical and methodological reasons. The overall number of secondary school head teachers was 87, with 40 from public and 47 from private institutions. Given the small and easily accessible size of this population, a Universal Sampling Technique specifically Census Sampling was adopted.

This technique was appropriate for a variety of reasons:

- **Comprehensive Coverage:** Sampling included every unit in the population, ensuring that the data collected, accurately reflects the perspectives and practices of all important stakeholders.

- **Increased Validity:** Because the study included all 87 head teachers, the results are more generalizable to the whole population of school leaders in Batagram. This increases the external validity and reliability of the research findings.
- **Small and Manageable Population:** Universal sampling is appropriate when the population is small and easily manageable. The size and number of schools made it possible to reach out to all potential participants using online platforms and in-person visits where needed.
- **Avoidance of Sampling Bias:** Because no subgroup was excluded, the possibility of sampling bias was eliminated. This was especially significant given the comparative focus on leadership practices in the public and private sectors in the study.
- **Equitable Representation:** The use of universal sampling ensures that public and private schools are proportionally represented in the study. This was crucial for drawing accurate comparisons between school types.

In conclusion, the decision to use universal sampling was motivated by the requirement for accuracy, inclusivity, and representativeness in a setting where the population was both finite and manageable. This method laid the groundwork for doing significant statistical analysis and drawing valid conclusions on leadership practices in secondary schools in District Batagram.

### 3.3 Research Instrument

Self-structured questionnaire was designed to collect data. The questionnaire consisted of close ended statements on 5 point Likert scale. The questionnaire was developed keeping in mind previous studies in the relevant area. The questionnaire consisted of two main sections, that are; a) Demographic data (Role, Type of School, Experience), b) Leadership Practices, the second section consisted of Likert-type items. The responses were given values as follows: Strongly Agree = 5,



Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. The study was conducted using a single questionnaire constructed for the head teachers of both public and private sector.

### 3.3.1 Validity

Validity of the instrument for data collection was checked through expert opinion familiar with the subject area. Initially 60 items were designed to analyze and compare the four elements of the Hersey-Blanchard model, but after the validation process of the instrument 20 items that were either irrelevant or inappropriate were removed from the Instrument and the remaining 40 items were finalized to carry out the study.

### 3.3.2 Reliability

The reliability of the instrument was checked through Cronbach Alpha. A reliability test with Cronbach's Alpha was performed through SPSS, to confirm the internal consistency of the research instrument. This statistical metric assesses how well a collection of items measures a single, unidimensional latent component. In this study, the questionnaire included 40 Likert-scale items meant to examine four essential elements of leadership practices: Directing, Coaching, Supporting, and Delegating.

Each of these areas was evaluated individually to determine the reliability of the subscales and the overall instrument. The reliability test findings are summarized as follows

***Table 3.3.2.1: Reliability of the Instrument through Cronbach Alpha.***

Leadership Domain:	Number of Items	Cronbach's Alpha ( $\alpha$ )	Interpretation.
Directing:	10	$\alpha = 0.87.$	High reliability
Coaching:	10	$\alpha = 0.89.$	High reliability
Supporting:	10	$\alpha = 0.85.$	High reliability

Delegating:	10	$\alpha = 0.88.$	High reliability
Overall Instrument:	40	$\alpha = 0.90$	Excellent dependability.

According to widely accepted criteria, a Cronbach's Alpha score of 0.70 or higher indicates acceptable internal consistency, with values above 0.80 regarded good and values above 0.90 considered excellent (Nunnally & Bernstein, 1994).

The results indicates that all subscales and the overall instrument have high to excellent reliability, demonstrating that the questionnaire items accurately measure the desired leadership constructs. This strengthens the reliability of the data collected and support the credibility of the subsequent statistical analysis and outcomes.

### **3.4 Procedure**

The data was collected using an online platform (Google Form), ensuring anonymity and convenience for participants however some schools required the data to be collected by physically visiting the schools. Participants were selected based on their willingness to share insights into their leadership practices and experiences.

### **3.5 Data Collection (Practicalities)**

The data for the study was collected in a methodical manner to ensure validity and reliability. Firstly, formal permission was obtained from the relevant authorities, including the District Education Office (Batagram) for public schools and private school administrations, as well as ethical approval from the research supervisor in accordance with the guidelines of the International Islamic University Islamabad. Following permission, a thorough list of head teachers from both public and private secondary schools in District Batagram was compiled. The research

instrument used was a self-structured questionnaire created in accordance with the Hersey-Blanchard Situational Leadership Model. The questionnaire was validated by the subject experts to guarantee clarity and dependability.

Following this, the researcher distributed the finalized questionnaires to the selected respondents through Emails and WhatsApp application, with the assistance of school officials in certain cases to facilitate delivery. Each head teacher was given enough time to complete the instrument, and follow-up reminders were conducted to increase response rates. The researcher collected completed questionnaires through Google Form, verifying their legitimacy and reducing the likelihood of data loss. After collection, the responses were extensively reviewed for completeness and consistency, then coded and entered into SPSS for statistical analysis.

Throughout the process, ethical considerations were strictly followed; respondents were informed about the objectives of the study, ensured of the anonymity of their responses, and participation was completely voluntary. Valid data were successfully obtained from 81 head teachers (39 from public schools and 42 from private schools), serving as the empirical foundation for analyzing leadership practices based on the Hersey-Blanchard Situational Leadership Model.

### **3.6 Data Analysis**

As a Quantitative study the collected data was analyzed through SPSS. The analysis involved Descriptive statistics (Percentage, Frequency, Mean and Standard deviation), to summarize, describe the characteristics of the data, and to compare the leadership practices of Public sector and Private sector Head Teachers across the domains of Hersey Blanchard Model. For the analysis of objective 1-3 tables with Mean and Standard Deviation were designed to

analyze the data while for the analysis of objective 4 tables included percentages to analyze the differences between the practices in Public and Private Schools.

Inferential statistics has not been used in the analysis because of the small sample size and using the entire population as a sample (Universal Sampling). In such cases where the population is small and the entire population is taken as sample and all the parameters of the population are known, inferential statistics adds no additional value and may even mislead interpretations (Frost, 2019)

### **3.7 Ethical Consideration**

In addition to conceptualizing the writing process, researcher needs to anticipate the ethical issues that may arise during their studies (Hesse-Bieber & Leave, 2006). Research does involve collecting data from people, about people (Punch, 2005). As mentioned earlier, writing about these issues is required in making an argument for a study as well as being an important topic in the format for writings. This research adheres to all the ethical standards, ensuring confidentiality, informed consent, and voluntary participation. Approval was sought from the relevant authorities, and all data was securely stored and anonymized to protect participant privacy. Key ethical principles followed by the researcher are;

- Informed consent from all the participants
- Voluntary participation with a right to withdraw from participation at any time.
- Confidentiality and anonymity were ensured throughout the data handling and reporting process
- Approval for data collection was secured from the relevant authorities and all responses were securely stored in compliance with ethical research guidelines.

## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents a comprehensive analysis of data obtained from head teachers in both public and private schools, based on Hersey-Blanchard leadership model and focusing on the basic leadership styles of Hersey Blanchard model such as directing, coaching, supporting, and delegating. The analysis is based on responses from 81 school leaders, with a strong representation from head teachers, ensuring that the insights reflect the opinions of top-tier school leadership. The data was examined using descriptive statistics (mean and standard deviation) to identify trends, patterns, and potential differences in leadership practices between public and private institutions in District Batagram. The findings provide a detailed insight of how school leaders perceive and carry out various leadership functions, indicating areas of strength and possibilities for professional development. This chapter evaluate the quantitative data in light of the research objectives, providing useful implications for educational leadership practice.

The study was conducted to achieve the following objectives;

1. To analyze the leadership practices of Head teachers regarding Directing based on Heresy Blanchard Model.
2. To find out the leadership practices of Head teachers regarding Coaching based on Hersey Blanchard Model
3. To investigate the leadership practices of Head teachers regarding supporting based on Hersey Blanchard Model
4. To examine the leadership practices of Head Teachers regarding Delegating based on Hersey Blanchard Model
5. To compare the leadership practices of Head teachers of public and private schools based on

Hersey Blanchard Model.

Tables were intended to understand the data, in order to carry further descriptions.

#### 4.1: Demographic Analysis of Head Teachers.

*Table 4.1.1 Demographic analysis regarding role of respondents*

	Frequency	Percent
Head Teacher	72	88.9
Deputy Head Teacher	1	1.2
Department Head	4	4.9
Other	4	4.9
Total	81	100.0

According to the Table 4.1.1 majority of the responders (88.9%) are Head Teachers indicating the data is predominantly from top leadership. Very few are Deputy Head Teachers (1.2%) and Department Head (4.9%) with another (4.9%) in ‘Other’ roles. Thus, it was concluded the findings in subsequent table reflects the views of Head Teachers, which can be useful in assessing their leadership perspectives but may limit insights from other managerial levels

*Table 4.1.2 Demographic analysis regarding type of school of the respondents*

Frequency	Percent	Cumulative Percent
-----------	---------	--------------------

Public	39	48.1	48.1
Private	42	51.9	100.0
Total	81	100.0	

According to the Table 4.1.2, 42 responders (51.9 %) are from Private sector schools while 39 responders (48.1%) are from Public Sector Schools. This indicates that there is a fair balance between Public and Private sectors schools allowing for a comparative insight.

*Table 4.1.3: Demographic Data of Head Teachers Regarding Experience*

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	23	28.4	28.4	28.4
6-10 years	34	42.0	42.0	70.4
11-15 years	18	22.2	22.2	92.6
16-20 years	4	4.9	4.9	97.5
21 years or above	2	2.5	2.5	100.0
Total	81	100.0	100.0	

Table 4.1.3 reveals that 23 responders (28.4%) have an experience ranging from 1-5 years, 34 responders (42%) have an experience ranging between 6-10 years, 18 responders (22.2%) have

an experience ranging from 11-15 years, and 04 responders (4.9%) have an experience between 16-20 years while 2 responders (2.5%) have an experience of 21 years and above. Thus it was concluded that most of the responders 42% have a mid-career representation ranging from 6-10 year experience followed by 28.4% from the range of 1-5 years and 22.2% from the range of 11-15 years.

#### **4.2 ANALYSIS OF OBJECTIVE 1; Analysis of Head Teachers Practices Regarding Directing Based on Hersey Blanchard Model**

*Table 4.2.1: Mean and Standard Deviation of Head Teachers Opinions regarding Directing*

S.No	Statements	Std.	
		Mean	Deviation
1.	I provide directions to teachers in one to one meeting.	3.98	.935
2.	I provide directions to the teachers in groups for effective learning.	4.14	.685
3.	I ensure to explore the areas where the teachers are lagging behind.	4.20	.954
4.	I examine the teachers during teaching process.	4.26	.932
5.	I facilitate the teachers to participate in ongoing teaching trainings.	3.90	.970
6.	I provide opportunities for teachers to learn from the experiences of experienced teachers.	4.00	1.129
7.	I avoid to put extra teaching burden on teachers.	4.02	1.107
8.	I regularly observe the teachers during completion of assigned tasks.	4.01	1.031



9.	I guide the teachers to improve the lesson planning skills.	4.17	1.010
10.	I need training for multi directional leadership styles.	3.86	.932

---

The analysis of head teachers' responses to their directing practices suggests a usually high level of engagement with leadership responsibilities for instructional direction. The highest-rated item, "I examine the teachers during the teaching process" ( $M = 4.26$ ,  $SD = 0.932$ ), indicates that classroom observation is a common and important aspect of school leadership. Similarly, practices such as "I ensure to explore the areas where the teachers are lagging behind" ( $M = 4.20$ ,  $SD = 0.954$ ), "I guide the teachers to improve their lesson planning skills" ( $M = 4.17$ ,  $SD = 1.010$ ), and "I provide directions to the teachers in groups for effective learning" ( $M = 4.14$ ,  $SD = 0.685$ ) show that head teachers place a high value on supporting instructional development at both the individual and group levels.

The lowest-rated item, "I need training for multidirectional leadership styles" ( $M = 3.86$ ,  $SD = 0.932$ ), indicating a lesser perceived need for additional leadership training, but the mean remains within the agreement range. This indicate that head teachers are confident in their current directing abilities or are oblivious of shifting leadership paradigms.

Overall, the high average ratings across most areas indicate that directing is a common and respected leadership job among head teachers. These findings highlight the role of school administrators in advising and supporting teachers, particularly through classroom supervision, professional development facilitation, and structured instructional advice.

#### **4.3 ANALYSIS OF OBJECTIVE 2; Analysis of Head Teachers Practices Regarding Coaching Based on Hersey Blanchard Model**

*Table 4.3.1: Mean and Standard Deviation of Head Teachers Opinions regarding Coaching*

S.No	Statements	Std.	
		Mean	Deviation
1.	I coach the teachers for assessment in one to one meeting.	3.83	.628
2.	I motivate the teachers in groups for effective assessments.	4.07	.919
3.	I lead the teachers during the assigned tasks.	4.12	.659
4.	I facilitate the teachers to participate in ongoing teacher trainings.	4.23	.763
5.	I observe the teachers during the assigned tasks.	4.05	.669
6.	I encourage the teachers to get feedback from the experienced teachers.	4.16	.858
7.	I appreciate the teachers on completion of the assigned tasks.	4.36	.677
8.	I evaluate the teacher's performance regularly.	4.23	.810
9.	I am aware of result reporting techniques.	3.80	.914
10.	I need trainings for further innovative coaching techniques.	3.89	.866

The analysis of head teachers' responses to coaching techniques reveals a strong commitment to mentoring and supporting teachers using instructional and evaluative strategies. The highest-rated item, "I appreciate the teachers on completion of the assigned tasks" ( $M = 4.36$ ,  $SD = 0.677$ ), illustrates the importance of acknowledgement and motivation, emphasizing a positive reinforcement approach to leadership. Similarly, items such as "I facilitate the teachers' participation in ongoing teacher trainings" and "I evaluate the teachers' performance on a regular

basis" (both  $M = 4.23$ ), as well as "I encourage the teachers to get feedback from experienced teachers" ( $M = 4.16$ ), show a strong emphasis on professional development, feedback, and performance monitoring.

Leadership during assigned tasks ( $M = 4.12$ ), observation during tasks ( $M = 4.05$ ), and group motivation ( $M = 4.07$ ) all earned high ratings, indicating that coaching is actively conducted in both formal and informal settings. The comparatively lower mean for "I coach teachers for assessment in one-to-one meetings" ( $M = 3.83$ ,  $SD = 0.628$ ) could imply less frequent individualized coaching or variation in how this practice is implemented.

Items with the lowest means were "I am aware of result reporting techniques" ( $M = 3.80$ ,  $SD = 0.914$ ) and "I need trainings for further innovative coaching techniques" ( $M = 3.89$ ,  $SD = 0.866$ ), indicating that head teachers are aware of opportunities for development. These results indicate a desire for additional professional growth in technical and inventive elements of coaching, despite overall confidence in present procedures.

Thus, the findings show that coaching is an integral part of head teachers' leadership, notably in terms of motivation, evaluation, and training facilitation. However, there is still opportunity for improvement in individualized coaching and the use of novel coaching techniques.

#### **4.4 ANALYSIS OF OBJECTIVE 3; Analysis of Head Teachers Practices Regarding Supporting Based on Hersey Blanchard Model**

*Table 4.4.1: Mean and Standard Deviation of Head Teachers Opinions regarding Supporting*

S.No	Statements	Std.		
		Mean	N	Deviation
1.	I support the teachers in co-curricular activities.	4.07	81	.667
2.	I support the teachers in classroom activities	4.26	81	.833
3.	I ensure provision of literature on teaching skills for the teachers.	3.81	81	.853
4.	I ensure to keep the staff motivated.	4.09	81	.745
5.	I give award to the teachers after completing the assigned tasks.	3.96	81	.798
6.	I produce sense of competition among teachers	3.91	81	.809
7.	The teachers are accountable on showing low results	4.06	81	.695
8.	I have positive attitude towards the use of co-curricular activities.	4.07	81	.803
9.	I have a command on the counselling skills	3.88	81	.872
10.	I need training for multidimensional supporting techniques.	3.85	81	.896

The descriptive analysis of head teachers' reactions to their support for teachers showed a generally optimistic view and active participation in both academic and co-curricular activities. The highest-rated statement, "I support the teachers in classroom activities" ( $M = 4.26$ ,  $SD = 0.833$ ), demonstrates a strong emphasis on academic assistance, implying that head teachers prioritize assisting teachers with day-to-day instructional obligations. This is closely followed by items such as "I ensure to keep the staff motivated" ( $M = 4.09$ ) and "The teachers are accountable

for showing low results" ( $M = 4.06$ ), indicating that school administrators place a high priority on both motivation and accountability in their supporting strategies.

Other areas, such as supporting co-curricular activities ( $M = 4.07$ ) and maintaining a positive attitude towards them ( $M = 4.07$ ), demonstrate a well-rounded dedication to holistic education that goes beyond academic accomplishment. The provision of awards on task completion ( $M = 3.96$ ) and the promotion of a competitive atmosphere ( $M = 3.91$ ) demonstrate purposeful attempts to improve employee performance and productivity.

On the lower end of the scale, statements such as "I ensure the provision of literature on teaching skills" ( $M = 3.81$ ) and "I have command of counselling skills" ( $M = 3.88$ ) indicate that, while supportive intentions are strong, material and personal guidance resources may be lacking or inconsistently available. Furthermore, the item "I need training for multidimensional supporting techniques" ( $M = 3.85$ ,  $SD = 0.896$ ) demonstrates a recognized need for professional development in more sophisticated or diverse support ways.

Overall, the findings show that head teachers actively engage in a number of supporting activities, specifically those related to motivation, classroom assistance, and accountability. However, there is still a need for more structured professional resources and broader training in supportive leadership approaches.

#### **4.5 ANALYSIS OF OBJECTIVE 4; Analysis of Head Teachers Practices Regarding Delegating Based on Hersey Blanchard Model**

*Table 4.5.1: Mean and Standard Deviation of Head Teachers Opinions regarding Delegating*

S.No	Statements	Std.	
		Mean	Deviation
1.	I assign curricular and co-curricular work to the experienced teachers.	4.04	.872
2.	I regularly monitor the assigned task given to teachers.	4.09	.883
3.	I avoid interruption during working hours of teachers.	4.26	.919
4.	I always appreciate the teachers for their performance.	4.27	.837
5.	I ensure to build confidence among teachers.	4.19	.743
6.	I provide complete freedom in teaching learning activities.	4.22	.822
7.	I provide feedback on the completion of assigned tasks.	4.30	.715
8.	I provide competitive environment in the school.	4.15	.776
9.	I evaluate the effectiveness of different teaching methods.	4.12	.842
10.	I need training regarding delegation of tasks to the teachers.	3.93	.863

The analysis of data on head teachers' perceptions of delegating techniques show a strong and consistent use of effective delegation strategies in schools. The highest-rated statement, "I provide feedback on the completion of assigned tasks" ( $M = 4.30$ ,  $SD = 0.715$ ), emphasize the significance that head teachers place on communication and follow-up following delegation, which is critical for accountability and improvement. "I always appreciate the teachers for their performance" ( $M = 4.27$ ) follows closely, demonstrating a leadership culture that emphasizes acknowledgement and positive reinforcement.

Other highly rated practices include "I avoid interruptions during teachers' working hours" ( $M = 4.26$ ), "I provide complete freedom in teaching learning activities" ( $M = 4.22$ ), and "I ensure to build confidence among teachers" ( $M = 4.19$ ), all of which reflect a respectful and empowering leadership style. These responses indicate that head teachers not only delegate responsibilities but also trust their colleagues to complete them independently while yet providing oversight and encouragement.

Monitoring and assessment are also emphasized, as evidenced by responses such as "I regularly monitor the assigned tasks given to teachers" ( $M = 4.09$ ) and "I evaluate the effectiveness of different teaching methods" ( $M = 4.12$ ). Assigning duties to experienced teachers ( $M = 4.04$ ) and creating a competitive environment ( $M = 4.15$ ) both hint to purposeful delegation with the goal of improving school performance.

The lowest mean is related with "I need training regarding delegation of tasks to teachers" ( $M = 3.93$ ,  $SD = 0.863$ ), demonstrating that, while head teachers usually feel competent in delegation, there is still an expressed desire for additional training to polish and strengthen these skills.

Overall, the findings indicate that delegating is a well-established and highly valued practice among head teachers. They successfully balance autonomy, monitoring, and recognition, while remaining open to professional development in delegation tactics to further increase leadership.

#### **4.6 ANALYSIS OF OBJECTIVE 5 (Comparing Leadership Practices of Public and Private schools' Head Teachers)**

*Table 4.6.1: Mean and Std. Deviation of the opinions of Head Teachers in Public school regarding directing*

S.No	Directing	Std.	
		Mean	Deviation
1.	I provide directions to teachers in one to one meeting.	4.03	.903
2.	I provide directions to the teachers in groups for effective learning.	4.13	.833
3.	I ensure to explore the areas where the teachers are lagging behind.	4.05	.999
4.	I examine the teachers during teaching process.	4.08	1.036
5.	I facilitate the teachers to participate in ongoing teaching trainings.	3.90	.912
6.	I provide opportunities for teachers to learn from the experiences of experienced teachers.	3.97	1.181
7.	I avoid to put extra teaching burden on teachers.	4.03	1.135
8.	I regularly observe the teachers during completion of assigned tasks.	3.90	.940
9.	I guide the teachers to improve the lesson planning skills.	4.13	.923
10.	I need training for multi directional leadership styles.	3.77	.959

The analysis of descriptive statistics of Directing techniques for head teachers of Public schools show a consistent and aggressive leadership style, with most items earning mean scores more than 4.00, indicating widespread agreement. Among all practices, "I provide directions to teachers in groups for effective learning" and "I guide teachers to improve lesson planning skills" had the highest mean score ( $M = 4.13$ ), indicating that instructional leadership and group guidance are important priority areas for school principals. Similarly, actions such as "I examine the teachers



during the teaching process" ( $M = 4.08$ ) and "I ensure to explore the areas where the teachers are lagging behind" ( $M = 4.05$ ) lend credence to the idea that constant monitoring and performance evaluation are essential components of their directing technique.

Other statements, such as "I provide directions to teachers in one-to-one meetings" and "I avoid to put extra teaching burdens on teachers" (both  $M = 4.03$ ), demonstrate the importance of personalized advice and teacher well-being. However, slightly lower mean scores for items like "I provide opportunities for teachers to learn from the experiences of experienced teachers" ( $M = 3.97$ ) and "I regularly observe the teachers during the completion of assigned tasks" ( $M = 3.90$ ) may indicate these practices are either less consistently applied or more context-dependent.

The lowest-rated item, "I require training in multi-directional leadership styles" ( $M = 3.77$ ,  $SD = 0.959$ ), indicates a moderate perceived need for professional growth in leadership diversity. Although this score is lower than others, it demonstrates that head teachers recognize the necessity of evolving their directing technique through training.

Overall, the findings indicate that head teachers are actively involved in guiding teachers using both formal and personalized ways, with a strong commitment to instructional leadership. However, the slightly different standard deviations and a few low-scoring items suggest possible areas for further growth and support.

*Table 4.6.2: Mean and Std. Deviation of the opinions of Head Teachers in Public school regarding Coaching*

S.No	Coaching	Std.	
		Mean	Deviation
1.	I coach the teachers for assessment in one to one meeting.	3.72	.647

2.	I motivate the teachers in groups for effective assessments.	4.13	.656
3.	I lead the teachers during the assigned tasks.	4.10	.641
4.	I facilitate the teachers to participate in ongoing teacher trainings.	4.21	.732
5.	I observe the teachers during the assigned tasks.	3.87	.615
6.	I encourage the teachers to get feedback from the experienced teachers.	4.13	1.005
7.	I appreciate the teachers on completion of the assigned tasks.	4.38	.673
8.	I evaluate the teacher's performance regularly.	4.13	.801
9.	I am aware of result reporting techniques.	3.67	1.034
10.	I need trainings for further innovative coaching techniques.	3.90	.940

---

The analysis of coaching techniques among head teachers in public schools demonstrates a good attitude towards teacher support, particularly in the areas of incentive and acknowledgement. The highest rated item, "I appreciate the teachers on the completion of the assigned tasks" ( $M = 4.38$ ,  $SD = 0.673$ ), suggests a strong culture of recognition and encouragement. This is closely followed by "I motivate the teachers in groups for effective assessments" ( $M = 4.13$ ), "I encourage the teachers to get feedback from experienced teachers" ( $M = 4.13$ ), and "I evaluate the teacher's performance regularly" ( $M = 4.13$ ), which together highlight a balanced approach to both emotional and professional development support.

The leadership dimension is also shown in "I lead the teachers during the assigned tasks" ( $M = 4.10$ ) and "I facilitate the teachers to participate in ongoing teacher trainings" ( $M = 4.21$ ),

demonstrating that public school leaders are dedicated to leading and supporting professional development. However, items such as "I coach the teachers for assessment in one-on-one meetings" ( $M = 3.72$ ) and "I observe the teachers during the assigned tasks" ( $M = 3.87$ ) have slightly lower averages, implying that while coaching is common, direct, individualized help may be less constant.

The lowest-scoring item, "I am aware of result reporting techniques" ( $M = 3.67$ ,  $SD = 1.034$ ), indicates a potential deficiency in technical or data-driven components of instructional leadership. The response to "I need trainings for more innovative coaching techniques" ( $M = 3.90$ ) indicates a willingness among public school principals to improve their skills further, particularly in embracing newer coaching methods.

In conclusion, the findings show that public school principals retain effective methods in incentive, training facilitation, and performance evaluation. Targeted professional development can help to strengthen more technical and individualized coaching features.

*Table 4.6.3: Mean and Std. Deviation of the opinions of Head Teachers in Public school regarding Supporting*

S.No	Statements	Mean	Std. Deviation
1.	I support the teachers in co-curricular activities.	4.05	.793
2.	I support the teachers in classroom activities	4.03	.986
3.	I ensure provision of literature on teaching skills for the teachers.	3.82	.970
4.	I ensure to keep the staff motivated.	4.10	.852

---

5.	I give award to the teachers after completing the assigned tasks.	3.77	.872
6.	I produce sense of competition among teachers	3.90	.882
7.	The teachers are accountable on showing low results	3.97	.707
8.	I have positive attitude towards the use of co-curricular activities.	4.08	.703
9.	I have a command on the counselling skills	3.82	.885
10.	I need training for multidimensional supporting techniques.	3.82	.970

---

The responses of head teachers in public schools to their supporting activities show a typically consistent and favorable attitude towards teacher assistance and school atmosphere. The highest-rated question, "I have a positive attitude towards the use of co-curricular activities" ( $M = 4.08$ ,  $SD = 0.703$ ), demonstrates the importance of holistic education and the incorporation of non-academic initiatives into school life. Similarly, "I ensure to keep the staff motivated" ( $M = 4.10$ ) and "I support the teachers in co-curricular activities" ( $M = 4.05$ ) show the leaders' dedication to creating a positive and dynamic professional environment.

Support in academic areas is also evident in responses such as "I support the teachers in classroom activities" ( $M = 4.03$ ), while the relatively large standard deviation ( $SD = 0.986$ ) indicates some variation in implementation among public schools. Items such as "I ensure the provision of literature on teaching skills" and "I have a command of counselling skills" (both  $M = 3.82$ ) suggest modest support in providing professional resources and emotional help, potentially indicating areas for growth.

Lower mean scores are found for "I give awards to teachers after completing the assigned tasks" ( $M = 3.77$ ) and "The teachers are accountable for showing low results" ( $M = 3.97$ ),

indicating the need for clearer performance incentive systems and accountability methods. Furthermore, the recurring score of 3.82 across various items—including the need for training in multidimensional supporting techniques—indicates that head teachers recognize deficiencies in certain support areas and express a desire to grow professionally.

Thus, it is concluded that head teachers in public schools often exhibit a supportive leadership style, particularly in terms of inspiration and co-curricular encouragement. However, the data also indicates potential areas for improvement in material support, counselling, and formal recognition measures, which might be addressed by structured training and resource development.

*Table 4.6.4: Mean and Std. Deviation of the opinions of Head Teachers in Public school regarding Delegating*

S.No	Statements	Std.	
		Mean	Deviation
1.	I assign curricular and co-curricular work to the experienced teachers.	3.97	1.013
2.	I regularly monitor the assigned task given to teachers.	4.00	.946
3.	I avoid interruption during working hours of teachers.	4.10	1.119
4.	I always appreciate the teachers for their performance.	4.23	.777
5.	I ensure to build confidence among teachers.	4.28	.826
6.	I provide complete freedom in teaching learning activities.	4.21	.951
7.	I provide feedback on the completion of assigned tasks.	4.26	.785

8.	I provide competitive environment in the school.	4.03	.778
9.	I evaluate the effectiveness of different teaching methods.	4.15	.844
10.	I need training regarding delegation of tasks to the teachers.	3.85	.904

The examination of delegating behaviors among head teachers in public schools reveals a proactive and empowering leadership style, with consistently high mean scores across most categories. The most strongly accepted statement, "I ensure to build confidence among teachers" ( $M = 4.28$ ,  $SD = 0.826$ ), emphasizes the importance of teacher empowerment and trust building. Closely following are "I provide feedback on the completion of assigned tasks" ( $M = 4.26$ ) and "I always appreciate the teachers for their performance" ( $M = 4.23$ ), indicating a leadership style that emphasizes responsibility, communication, and positive reinforcement.

Other high-scoring practices, such as "I provide complete freedom in teaching-learning activities" ( $M = 4.21$ ) and "I evaluate the effectiveness of different teaching methods" ( $M = 4.15$ ), show a balanced approach that combines autonomy and quality control. Similarly, "I avoid interruptions during working hours" ( $M = 4.10$ ) and "I provide a competitive environment in the school" ( $M = 4.03$ ) demonstrate efforts to foster a courteous and motivating environment.

While still relatively high, some practices received slightly lower scores, such as "I regularly monitor the assigned task given to teachers" ( $M = 4.00$ ) and "I assign curricular and co-curricular work to experienced teachers" ( $M = 3.97$ ), which could indicate minor variability in task assignment and monitoring strategies. The lowest-rated item, "I need training regarding delegation of tasks to teachers" ( $M = 3.85$ ,  $SD = 0.904$ ), indicates that, while delegation is regularly practiced, there is still an acknowledged desire to improve these skills through professional development.

Overall, the results show that public school principals use effective delegation strategies to build trust, independence, and accountability among their staff. However, their willingness to pursue additional training demonstrates a growth-oriented mindset aimed at honing and strengthening their leadership talents.

*Table 4.6.5: Mean and Std. Deviation of Head Teachers opinion of Private school regarding Directing*

S.No	Statements	Std.	
		Mean	Deviation
1.	I provide directions to teachers in one to one meeting.	3.93	.973
2.	I provide directions to the teachers in groups for effective learning.	4.14	.521
3.	I ensure to explore the areas where the teachers are lagging behind.	4.33	.902
4.	I examine the teachers during teaching process.	4.43	.801
5.	I facilitate the teachers to participate in ongoing teaching trainings.	3.90	1.031
6.	I provide opportunities for teachers to learn from the experiences of experienced teachers.	4.02	1.093
7.	I avoid to put extra teaching burden on teachers.	4.02	1.093
8.	I regularly observe the teachers during completion of assigned tasks.	4.12	1.109
9.	I guide the teachers to improve the lesson planning skills.	4.21	1.094

10. I need training for multi directional leadership styles.	3.95	.909
--	------	------

---

The analysis of directing practices among head teachers in private schools demonstrates a high dedication to instructional leadership and teacher guidance. The highest-rated answer, "I examine teachers during the teaching process" ( $M = 4.43$ ,  $SD = 0.801$ ), suggests a hands-on approach in which classroom monitoring is viewed as a primary role. This is closely followed by "I ensure to explore the areas where the teachers are lagging behind" ( $M = 4.33$ ), and "I guide the teachers to improve their lesson planning skills" ( $M = 4.21$ ), showing a proactive involvement in identifying and correcting instructional issues.

Other practices, such as "I regularly observe teachers during the completion of assigned tasks" ( $M = 4.12$ ), "I provide directions to teachers in groups for effective learning" ( $M = 4.14$ ), and "I provide opportunities for teachers to learn from experienced teachers" ( $M = 4.02$ ), emphasize a collaborative and supportive environment. The similar mean score for "I avoid putting extra teaching burden on teachers" ( $M = 4.02$ ) indicates a focus on teacher workload and well-being, which is frequently a crucial component in employee satisfaction and performance.

On the lower end, "I provide directions to teachers in one-on-one meetings" ( $M = 3.93$ ) and "I facilitate teachers' participation in ongoing teaching trainings" ( $M = 3.90$ ) indicate slightly less frequent engagement in individualized mentoring and external training facilitation, but they are still significantly above neutral. The item "I need training for multi-directional leadership styles" ( $M = 3.95$ ) demonstrates a moderate self-admitted need for development in various leadership techniques, indicating a healthy level of self-awareness among head teachers.

Thus, the data reveals that private school principals are heavily involved in directing activities, particularly in observing classroom teaching, leading lesson planning, and finding areas for improvement. Their responses reveal a regulated yet supportive leadership style that



consistently prioritizes instructional quality and teacher development. While individualized help and training facilitation may receive less attention, the general guiding strategy in private schools looks to be solid and strategically handled.

*Table 4.6.6: Mean and Std. Deviation of the opinions of Head Teachers in Private school regarding Coaching*

S.No	Statements	Std.	
		Mean	Deviation
1.	I coach the teachers for assessment in one to one meeting.	3.93	.601
2.	I motivate the teachers in groups for effective assessments.	4.02	1.115
3.	I lead the teachers during the assigned tasks.	4.14	.683
4.	I facilitate the teachers to participate in ongoing teacher trainings.	4.26	.798
5.	I observe the teachers during the assigned tasks.	4.21	.682
6.	I encourage the teachers to get feedback from the experienced teachers.	4.19	.707
7.	I appreciate the teachers on completion of the assigned tasks.	4.33	.687
8.	I evaluate the teacher's performance regularly.	4.33	.816
9.	I am aware of result reporting techniques.	3.93	.778
10.	I need trainings for further innovative coaching techniques.	3.88	.803

The responses of head teachers in private schools to coaching techniques show a high emphasis on active instructional leadership, performance evaluation, and staff motivating. The highest-rated items—"I appreciate the teachers on completion of the assigned tasks" and "I evaluate the teacher's performance regularly" (both  $M = 4.33$ )—emphasize the importance of acknowledgement and accountability in the coaching process. These actions indicate that private school administrators are genuinely committed to delivering feedback and maintaining high performance standards among their teaching personnel.

These are closely followed by "I facilitate the teachers to participate in ongoing teacher trainings" ( $M = 4.26$ ) and "I observe the teachers during the assigned tasks" ( $M = 4.21$ ), demonstrating a high commitment to professional development and classroom monitoring. Practices like "I encourage the teachers to get feedback from experienced teachers" ( $M = 4.19$ ) and "I lead the teachers during the assigned tasks" ( $M = 4.14$ ) point to a collaborative leadership style that prioritizes peer learning and hands-on instruction.

While still reasonably high, several items, such as "I coach the teachers for assessment in one-to-one meetings" and "I am aware of result reporting techniques" (both  $M = 3.93$ ) obtained significantly lower scores, potentially indicating regions where head teachers are less universally involved or confident. The item "I need trainings for more innovative coaching techniques" ( $M = 3.88$ ,  $SD = 0.803$ ) demonstrates willingness to continual improvement, with head teachers recognizing the need to update or expand their coaching strategies.

In conclusion, private school principals tend to be quite involved in basic coaching roles, particularly recognizing effort, supporting training, and evaluating teacher effectiveness. Their comments demonstrate a proactive and disciplined approach to coaching, as well as a drive to improve efficacy through continued innovation and professional growth.

*Table 4.6.7: Mean and Std. Deviation of the opinions of Head Teachers in Private school regarding Supporting*

S.N0	Statements	Mean	Std. Deviation
1.	I support the teachers in co-curricular activities.	4.10	.532
2.	I support the teachers in classroom activities	4.48	.594
3.	I ensure provision of literature on teaching skills for the teachers.	3.81	.740
4.	I ensure to keep the staff motivated.	4.07	.640
5.	I give award to the teachers after completing the assigned tasks.	4.14	.683
6.	I produce sense of competition among teachers	3.93	.745
7.	The teachers are accountable on showing low results	4.14	.683
8.	I have positive attitude towards the use of co-curricular activities.	4.07	.894
9.	I have a command on the counselling skills	3.93	.867
10.	I need training for multidimensional supporting techniques.	3.88	.832

The analysis of supporting practices among head teachers in private schools reveals a significant dedication to curricular and co-curricular activities. The highest-rated item, "I support the teachers in classroom activities" ( $M = 4.48$ ,  $SD = 0.594$ ), demonstrates a strong emphasis on direct instructional support, emphasizing the critical role classroom facilitation plays in private school administrators' leadership styles. This is followed by "I give awards to teachers after completing the assigned tasks" and "The teachers are accountable for showing low results" (both

M = 4.14), demonstrating that private school principals take a balanced approach that incorporates both encouragement and accountability.

Other commonly used supportive strategies include "I support the teachers in co-curricular activities" (M = 4.10), "I ensure to keep the staff motivated" (M = 4.07), and "I have a positive attitude towards the use of co-curricular activities" (M = 4.07), indicating an understanding of the broader dimensions of teacher engagement beyond academics. The emphasis on co-curricular activity indicates a holistic educational perspective, which is common in many private school settings.

On the slightly lower end, "I ensure the provision of literature on teaching skills" (M = 3.81) and "I have command over counselling skills" (M = 3.93) indicate potential gaps in resource-based assistance and personal guidance capabilities. Furthermore, the response to "I need training for multidimensional supporting techniques" (M = 3.88, SD = 0.832) demonstrates a clear need for continued professional development to broaden the breadth and effectiveness of support activities.

Thus, the analysis of the data show that private school principals actively support their personnel in both instructional and motivational realms, with a focus on classroom help, performance recognition, and co-curricular activities. However, there is a moderate need to improve support by increasing access to pedagogical materials and providing more sophisticated counselling and leadership training.

*Table 4.6.8: Mean and Std. Deviation of the opinions of Head Teachers in Private school regarding Delegating*

S.No	Statements	Std.	
		Mean	Deviation
1.	I assign curricular and co-curricular work to the experienced teachers.	4.10	.726
2.	I regularly monitor the assigned task given to teachers.	4.17	.824
3.	I avoid interruption during working hours of teachers.	4.40	.665
4.	I always appreciate the teachers for their performance.	4.31	.897
5.	I ensure to build confidence among teachers.	4.10	.656
6.	I provide complete freedom in teaching learning activities.	4.24	.692
7.	I provide feedback on the completion of assigned tasks.	4.33	.650
8.	I provide competitive environment in the school.	4.26	.767
9.	I evaluate the effectiveness of different teaching methods.	4.10	.850
10.	I need training regarding delegation of tasks to the teachers.	4.00	.826

The analysis of data on head teachers' delegating practices in private schools show a well-established and careful approach to task distribution, autonomy, and teacher support. The highest-rated item, "I avoid interruptions during teachers' working hours" ( $M = 4.40$ ,  $SD = 0.665$ ), demonstrates a clear regard for teachers' time and professional autonomy, an important part of trust-based management. Closely following this are "I provide feedback on the completion of

assigned tasks" ( $M = 4.33$ ) and "I always appreciate the teachers for their performance" ( $M = 4.31$ ), indicating a communicative and positive leadership style.

Head teachers in private schools are also strongly supportive of empowering teachers through independence and confidence-building, as evidenced by the statements "I provide complete freedom in teaching-learning activities" ( $M = 4.24$ ) and "I provide a competitive environment in the school" ( $M = 4.26$ ). Regular monitoring ( $M = 4.17$ ), as well as giving responsibility to experienced teachers ( $M = 4.10$ ), demonstrate structured delegation in combination with strategic planning.

While the majority of the practices reflect a proactive and balanced approach, the item "I need training regarding delegation of tasks to teachers" ( $M = 4.00$ ,  $SD = 0.826$ ) indicates that even experienced leaders recognize the importance of improving their delegation skills. This willingness to pursue professional development is a positive indicator of reflective practice and ongoing growth.

Thus, the data concludes that head teachers in private schools use effective delegation practices that include respect for autonomy, regular performance assessment, and strategic task allocation. Their responses demonstrate a confident and disciplined leadership style, as well as a desire to improve these practices through targeted training and growth.

*Table 4.6.9: Comparing Leadership Practices Regarding Direction of Public and Private Schools' Head Teachers*

S.No	Dependent variable	School	N	M	SD	Percentage Score %
1	Directing	Public	39	3.9974	.65594	79.95%
		Private	42	4.1071	.60178	82.14%

The analysis of the table 4.5.1 shows the mean score for the Directing variable among public school head teachers with  $M = 3.9974$  and a standard deviation of  $SD = 0.65594$ , resulting in a percentage score of 79.95%. This suggests that head teachers in public schools typically perceive themselves as effective in their guiding roles, despite some diversity in responses.

Private school principals, on the other hand, have a slightly higher mean score ( $M = 4.1071$ ) and a lower standard deviation ( $SD = 0.60178$ ), resulting in an 82.14% percentage score. This shows that private school principals see themselves as effective in this leadership domain, and that their replies are more consistent than those in public schools.

The difference in percentage scores between the two groups is around 2.19 percentage points, with private school principals rating better. While this difference is not statistically assessed for significance in this section, the descriptive statistics show a trend that private school principals may have slightly stronger directing abilities than those in public institutions.

This observed difference could be influenced by a variety of institutional factors, including administrative freedom, resource availability, and training opportunities, which are frequently more available in private educational environments.

*Table 4.6.10: Comparing Leadership Practices Regarding Coaching of Public and Private Schools' Head Teachers*

S.No	Dependent variable	School	N	M	SD	Percentage Score %
2	Coaching	Public	39	4.0231	.47321	80.46
		Private	42	4.1238	.40110	82.48

The analysis of the above table shows mean Coaching dimension score for public school head teachers is  $M = 4.0231$ , with a standard deviation of  $SD = 0.47321$ , resulting in an 80.46% percentage score. This suggests that public school principals believe they are good in coaching and guiding their staff.

In comparison, private school principals had a slightly higher mean score ( $M = 4.1238$ ) and a lower standard deviation ( $SD = 0.40110$ ), resulting in a percentage score of 82.48%. This implies that private school head teachers had a little higher view of the effectiveness of their coaching practices and are more consistent in their responses.

The percentage difference of around 2.02% indicates that, descriptively, private school principals view themselves as slightly more involved or effective at coaching personnel than their public-sector colleagues. This slight discrepancy can be linked to differences in school management structures, teacher assessment systems, and professional development opportunities, which are frequently more systematically applied in private schools. Furthermore, competitive pressures and stakeholder accountability may cause commercial institutions to place a higher focus on mentoring and performance monitoring.

*Table 4.6.11: Comparing Leadership Practices Regarding Supporting of Public and Private Schools' Head Teachers*

S.No	Dependent variable	School	N	M	SD	Percentage Score %
3	Supporting	Public	39	3.9359	.56124	78.72
		Private	42	4.0548	.42265	81.10



The analysis of the table of the responses of head teachers in public and private schools to their Supporting leadership practices, an important component of instructional leadership that entails providing emotional, professional, and logistical support to staff. The data represents the perspectives of 39 public and 42 private school principals, as seen in the table above.

Head teachers in public schools reported a mean score of 3.9359 (SD = 0.56124), resulting in a percentage score of 78.72%. This implies that public school administrators had a generally positive impression of their abilities to support teachers and staff, however responses were slightly mixed. Meanwhile, head teachers in private schools reported a higher mean score of  $M = 4.0548$  (SD = 0.42265), resulting in an 81.10% percentage score. This reflects a little more positive self-evaluation of their supportive responsibilities, as well as more consistency in their responses, as evidenced by the smaller standard deviation.

The 2.38 percentage point difference shows that private school principals believe they are more supportive of their workers than their public school counterparts. This slight disparity may represent underlying differences in institutional arrangements. Private schools frequently benefit from more adaptable organizational systems, fewer bureaucratic impediments, and tighter ties with teaching staff, all of which can contribute to a stronger sense of support from school administration.

*Table 4.6.12: Comparing Leadership Practices Regarding Delegation of Public and Private Schools' Head Teachers*

S.No	Dependent variable	School	N	M	SD	Percentage scores %
4	Delegating	Public	39	4.1077	.63303	82.15
		Private	42	4.2000	.46276	84.00

The analysis of the table examines the perspectives of public and private school principals on the "Delegating" aspect of leadership. Delegating refers to a leader's capacity to assign work and obligations to others while maintaining accountability and oversight. It is a key component of distributed leadership and contributes to the development of team capacity in schools. A total of 39 public and 42 private school principals participated in the study.

As illustrated in the table above:

- Head teachers in public schools reported a mean score of  $M = 4.1077$ , with a standard deviation of  $SD = 0.63303$ , yielding an 82.15% percentage score.
- Private school principals reported a slightly higher mean score ( $M = 4.2000$ ) with a lower standard deviation ( $SD = 0.46276$ ), resulting in a percentage score of 84.00%.

The difference of 1.85 percentage points indicates that private school principals had a little higher self-perception of effectiveness in distributing duties and responsibilities. Furthermore, the lower standard deviation in the private sector shows higher consistency and agreement among private head teachers on delegation methods.

This pattern may reflect various institutional characteristics of private schools, such as fewer administrative structures, more agile management systems, and clearer performance objectives, which all contribute to effective delegation of leadership responsibilities.

### **Summary of the comparison of Leadership practices**

Analysis of the four leadership practices indicates the following trends:

- Private school principals consistently reported higher mean and percentage scores in all leadership domains than their public school counterparts.
- The Supporting dimension showed the highest difference (a deficit of 2.38 percentage points), followed by Directing (2.19%), Coaching (2.02%), and Delegating (1.85%).

- Private schools had consistently lower standard deviations, indicating more consistent perceptions among head teachers.
- Head teachers in public schools likewise rated themselves highly, with all average scores above 3.9 (78-82%), indicating a high degree of overall leadership engagement.

These findings indicate that both public and private school principals regard themselves as successful instructional leaders, although private school principals have slightly higher perceptions across all measured areas. This could represent increased managerial autonomy, more supportive administrative frameworks, and higher accountability requirements, all of which are common in private educational institutions. The regularity of replies in private schools may also reflect more standardized leadership expectations and procedures than in public schools, which have more changeable surroundings.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND FUTURE RESEARCH GAPS**

#### **5.1 SUMMARY**

This study was designed to analyze and compare the leadership practices of Head Teachers in public and private secondary schools in District Batagram, with a particular emphasis on the four leadership styles defined by the Hersey-Blanchard Situational Leadership Model (Directing, Coaching, Supporting and Delegating) and the comparison of these practices among public and private schools. These four elements offer a flexible and adaptable leadership structure that adapts to the developmental level and competence of subordinates, in this case the teaching staff.

The primary objective of the study was to determine how frequently and effectively these leadership styles are used by head teachers of the secondary schools, as well as whether there are any significant differences in how these styles are applied in public and private institutions. The rationale of the study originated from the evolving demands on school leadership in education system of Pakistan, where head teachers are extensively expected to exhibit not only administrative efficiency but also instructional leadership and staff development skills.

The study adopted a quantitative approach, with a structured questionnaire issued to 87 head teachers out of which 81 head teachers have responded. The sample consisted of both public (48.1%) and private (51.9%) school head teachers, ensuring a balanced representation. Data were analyzed using descriptive statistics (mean, standard deviations and percentages) to assess the prevalence of each leadership style, as well as to analyze statistically significant differences between public and private school head teachers.

According to the descriptive study, respondents practiced all four leadership styles to varying degrees of intensity. The Directing and Delegating styles obtained the highest mean ratings across the four areas, indicating a combination of task-oriented leadership and faith in teacher autonomy. Coaching and supporting methods were also prevalent, particularly in areas such as performance evaluation, motivation, classroom assistance, and participation in professional development.

The comparison of the leadership practices of public and private school head teachers, revealed no statistically significant differences in any of the four leadership aspects. Although private school head teachers consistently reported slightly higher mean scores in all areas, indicating a somewhat more aggressive or intensive leadership approach, these differences were insufficient to demonstrate a significant variation. The percent difference for all domains range between 1-3%, implying that any observed differences were by chance rather than any rational discrepancies or institutional type.

These findings indicate that school leadership practices are rather constant across the two sectors, maybe due to shared professional norms, administrative training programs, or expectations within the education system. According to the study, school type (public or private) may not be a decisive factor in head teachers' leadership approaches. Individual professionalism, organizational culture, and systemic expectations tend to have a greater influence on leadership behavior than school ownership or funding models.

Finally, this study provides an in depth insight on the leadership dynamics of Head Teachers in the education sector in District Batagram. It emphasizes that, while there may be slight differences in style or emphasis, head teachers in both public and private schools use a variety of leadership behaviors to guide, coach, support, and empower their subordinates. The overall picture

shows consistent leadership engagement, with opportunities for improvement through targeted professional development and capacity-building efforts.

## **5.2 FINDINGS.**

The Hersey-Blanchard Situational Leadership Model served as the theoretical basis for this study, which investigated the leadership behaviors of head teachers in public and private secondary schools. The findings were drawn from the analysis of data collected using a structured questionnaire, which focused on four essential leadership dimensions: Directing, Coaching, Supporting, and Delegating. The responses were analyzed using descriptive statistics to evaluate the level of practice and whether there were any significant differences between public and private school head teachers.

### **5.2.1 Findings on Directing Practices (Objective 1).**

The findings showed that both public and private school head teachers used effective directing strategies. These approaches included giving teachers individual and group directions, supervising lesson planning, and observing teaching in the classroom.

Private school head teachers had a slightly higher mean score ( $M = 4.1071$ ) than their public school counterparts ( $M = 3.9974$ ), indicating that disciplined, task-oriented leadership is valued more in private schools.

The highest-rated item, "I examine the teachers during the teaching process" ( $M = 4.26$ ,  $SD = 0.932$ ), Similarly, practices such as "I ensure to explore the areas where the teachers are lagging behind" ( $M = 4.20$ ,  $SD = 0.954$ ), "I guide the teachers to improve their lesson planning skills" ( $M = 4.17$ ,  $SD = 1.010$ ), and "I provide directions to the teachers in groups for effective learning" ( $M$

= 4.14, SD = 0.685) show that head teachers place a high value on supporting instructional development at both the individual and group levels.

The lowest-rated item, "I need training for multidirectional leadership styles" (M = 3.86, SD = 0.932), indicating a lesser perceived need for additional leadership training, but the mean remains within the agreement range. This indicate that head teachers are confident in their current directing abilities or are oblivious of shifting leadership paradigms.

Overall, the high average ratings across most areas indicate that directing is a common and respected leadership practice among head teachers. However, the comparison revealed no significant difference between the two groups (Percentage difference 2.19%). The mean score for the Directing variable among public school head teachers with M = 3.9974 and a standard deviation of SD = 0.65594, whereas their counterparts in private schools had a slightly higher mean of 4.1071 (SD = 0.60178). However, the difference between these averages is not significant, as seen by their percentage difference (2.19%). This shows that both types of school administrators, regardless of institution type, commonly use directing methods.

### **5.2.2 Findings on Coaching Practices (Objective 2).**

Coaching was another widely used leadership behavior in both areas. This category comprised practices such as motivating teachers, providing regular feedback, evaluating teacher performance, and encouraging professional development. The highest-rated item, "I appreciate the teachers on completion of the assigned tasks" (M = 4.36, SD = 0.677), illustrates the importance of acknowledgement and motivation, emphasizing a positive reinforcement approach to leadership. Similarly, items such as "I facilitate the teachers' participation in ongoing teacher trainings" and "I evaluate the teachers' performance on a regular basis" (both M = 4.23), as well as "I encourage the teachers to get feedback from experienced teachers" (M = 4.16), show a strong

emphasis on professional development, feedback, and performance monitoring. The comparatively lower mean for "I coach teachers for assessment in one-to-one meetings" ( $M = 3.83$ ,  $SD = 0.628$ ) could imply less frequent individualized coaching or variation in how this practice is implemented.

Items with the lowest means were "I am aware of result reporting techniques" ( $M = 3.80$ ,  $SD = 0.914$ ) and "I need trainings for further innovative coaching techniques" ( $M = 3.89$ ,  $SD = 0.866$ ), indicating that head teachers are aware of opportunities for development. The mean scores for both groups showed high levels of agreement with coaching statements:  $M = 4.0231$  for public school heads and  $M = 4.1238$  for private school heads. The heads of private schools scored slightly higher in categories such as teacher recognition, feedback methods, and training facilitation.

The average score for public school head teachers was,  $M=4.0231$  ( $SD = 0.47321$ ), whereas private school head teachers had a slightly higher mean,  $M= 4.1238$  ( $SD = 0.40110$ ). The calculated percent difference is 2.02%, indicating that the difference was not statistically significant. Both public and private head teachers regularly participate in coaching to increase teacher effectiveness and morale.

### **5.2.3 Findings on Supporting Practices (Objective 3).**

Head teachers' supportive practices were also widely noted. These included assisting teachers with classroom and co-curricular activities, keeping staff motivated, recognizing teacher's contributions, and fostering accountability. The highest-rated statement, "I support the teachers in classroom activities" ( $M = 4.26$ ,  $SD = 0.833$ ), demonstrates a strong emphasis on academic assistance, implying that head teachers prioritize assisting teachers with day-to-day instructional obligations. This is closely followed by items such as "I ensure to keep the staff motivated" ( $M = 4.09$ ) and "The teachers are accountable for showing low results" ( $M = 4.06$ ), indicating that school



administrators place a high priority on both motivation and accountability in their supporting strategies. On the lower end of the scale, statements such as "I ensure the provision of literature on teaching skills" ( $M = 3.81$ ) and "I have command of counselling skills" ( $M = 3.88$ ) indicate that, while supportive intentions are strong, material and personal guidance resources may be lacking or inconsistently available. Furthermore, the item "I need training for multidimensional supporting techniques" ( $M = 3.85$ ,  $SD = 0.896$ ) demonstrates a recognized need for professional development in more sophisticated or diverse support ways.

Private school head teachers reported a higher average score ( $M = 4.0548$ ) than those in public schools ( $M = 3.9359$ ), indicating a somewhat more active support role in private institutions. The mean score for public school head teachers was 3.9359 ( $SD = 0.56124$ ), whereas private school head teachers had a significantly higher mean of 4.0548 ( $SD = 0.42265$ ). The calculated percent difference is 2.38% which suggested that the difference was not statistically significant. Notably, both groups scored lower on topics such as the availability of teaching resources and literature, indicating that this area could benefit from more attention and investment.

#### **5.2.4 Findings on Delegating Practices (Objective 4).**

Delegating was the top-scoring leadership attribute in both public and private schools. This domain encompassed task assignment, instructor confidence development, task completion monitoring, and decision-making autonomy. The highest-rated statement, "I provide feedback on the completion of assigned tasks" ( $M = 4.30$ ,  $SD = 0.715$ ), emphasize the significance that head teachers place on communication and follow-up following delegation, which is critical for accountability and improvement. "I always appreciate the teachers for their performance" ( $M = 4.27$ ) follows closely, demonstrating a leadership culture that emphasizes acknowledgement and positive reinforcement. The lowest mean is related with "I need training regarding delegation of

tasks to teachers" ( $M = 3.93$ ,  $SD = 0.863$ ), demonstrating that, while head teachers usually feel competent in delegation, there is still an expressed desire for additional training to polish and strengthen these skills.

The average score for public schools head teachers was 4.1077, while the average for private schools head teachers was somewhat higher at 4.2000. Again, the difference was not statistically significant with a percent difference of 1.85%, implying that effective delegation is a widespread and consistent practice among school leaders in both sectors. The mean score for public school head teachers was 4.1077 ( $SD = 0.63303$ ), whereas private school head teachers reported a slightly higher mean of 4.2000 ( $SD = 0.46276$ ). The calculated percent difference is 1.85% which is very low. However, responses suggested the need for additional training in advanced delegation tactics, with both groups seeing this as a professional development goal.

### **5.2.5 Findings regarding comparison of leadership practices between public and private schools (Objective 5)**

Across all four domains, directing, coaching, supporting, and delegating, there were no statistically significant differences in mean scores between public and private school head teachers. While private school leaders consistently had somewhat higher mean scores in all leadership domains, the differences were minor and most likely attributable to chance rather than systemic differences between school types. Following are the key findings about the comparison of leadership practices between public and private schools;

**Directing:** Private school principals received a somewhat better mean score ( $M = 4.1071$ ,  $SD = 0.60178$ , 82.14%) than public school principals ( $M = 3.9974$ ,  $SD = 0.65594$ , 79.95%), a difference of 2.19% percentage points. The lower standard deviation in private schools indicates more consistency in directing practices.

**Coaching:** There was a 2.02% difference between private school head teachers ( $M = 4.1238$ ,  $SD = 0.40110$ , 82.48%) and public school head teachers ( $M = 4.0231$ ,  $SD = 0.47321$ , 80.46%). Private schools had more uniform responses.

**Supporting:** Private school head teachers had a higher mean score ( $M = 4.0548$ ,  $SD = 0.42265$ , 81.10%) than public school head teachers ( $M = 3.9359$ ,  $SD = 0.56124$ , 78.72%), with the highest difference of 2.38% percentage points.

**Delegating:** Private school principals received a higher mean score ( $M = 4.2000$ ,  $SD = 0.46276$ , 84.00%) than public school principals ( $M = 4.1077$ ,  $SD = 0.63303$ , 82.15%), with a 1.85% difference.

Across all leadership dimensions, head teachers at private schools consistently reported higher mean scores and lower standard deviations, indicating more perceived effectiveness and consistency in their practices. The most significant difference was seen on the Supporting dimension, implying that private school principals perceive themselves as more supportive, probably due to greater administrative flexibility, fewer bureaucratic restraints, and stronger teacher-leader ties. Public school principals likewise evaluated themselves favorably (all means over 3.9), but their responses were slightly more variable, possibly due to various administrative frameworks and resource constraints in public schools.

### 5.3 DISCUSSION

The purpose of this study was to examine and compare the leadership practices of head teachers in public and private secondary schools in District Batagram, using Hersey and Blanchard's Situational Leadership Model as an analytical framework. The findings showed that leadership practices were broadly consistent across both school types, with moderate to high engagement in all four leadership aspects (directing, coaching, supporting, and delegating). These

findings not only provide insight into the current state of educational leadership, but also collaborate key trends identified in previous research on school and institutional leadership in Pakistan.

The findings of the study shows that Head Teachers support learning and academic progress, as well as address any issue that may arise. In addition to being a manager a Head Teacher also acts as a team builder, motivator, leader of instructions, life coach and change agent. These findings align with the study of Davis & Nexon (2024). The findings also revealed that Head Teachers encourage their staff to work as a team and ensure that students and Teachers are well looked after, these findings align with the study of Panell & McBrayer (2020).

One of the most important outcomes of the current study is the lack of statistically significant differences in leadership practices of Head Teachers in public and private secondary school. This finding is supported by Munir and Akhter's (2021) who investigated perceptions of leadership styles style among college principals and teachers using the same Situational Leadership framework. Their findings revealed that, while some styles were more or less frequent, there were no significant differences in perceptions of flexibility or effectiveness across occupations (Munir & Akhtar, 2021). This implies a shared understanding of leadership roles and a convergence in leadership practices across institutional boundaries.

Furthermore, Amin, Talha, and Islam (2018) investigated leadership styles in a public university setting and found that leadership behaviors, whether transformative or transactional were broadly consistent among campus principals and divisional directors. These parallels reinforce the conclusion that in educational system in Pakistan, leadership behaviors are impacted less by structural differences between public and private institutions and more by shared professional obligations, training exposures, and policy directives (Amin, Talha & Islam, 2018).

The uniformity found in this study may also represent the impact of standardized expectations in the education sector, such as curriculum implementation, staff monitoring, professional development facilitation, and performance accountability. Regardless of financial systems or governance forms, these standard requirements may promote a consistent leadership culture across school kinds. This study found that head teachers in both school types were actively involved in all four leadership characteristics defined in Hersey and Blanchard's model. Directing and delegating received the greatest average scores. This is consistent with the findings of Amin et al. (2018), who discovered that transformational leadership attributes, such as setting direction, assessing performance, and providing clear expectations, were widely used by academic leaders in higher education institutions.

In Pakistani secondary schools, the inclination for guiding and delegating might be understood as a response to systemic constraints. Many schools have minimal administrative assistance and high student-to-teacher ratios, necessitating a top-down approach to task management and role definition. Delegating, on the other hand, suggests a knowledge of the importance of efficiently sharing responsibilities, particularly in schools with big staffs or where head teachers must balance administrative, instructional, and disciplinary responsibilities.

The dual emphasis on job structure and distribution suggests a hybrid leadership strategy that combines directive authority and pragmatic management, a pattern compatible with the changing role of educational leaders in developing nations, as noted by Blanchard, Zigarmi, and Nelson (1993).

Although coaching and assisting behaviors were found in both sectors, they had slightly lower mean scores than directing and delegating. This highlights potential difficulties in delivering personalized mentoring, motivating assistance, and professional criticism. Munir and Akhter

(2021) also emphasized the challenges that college principals encounter when providing individualized support, which are frequently caused by time restrictions and limited resources for professional development.

In the current study, private school head teachers scored marginally higher in the coaching and supporting domains, which may reflect the performance driven ethos of private institutions, where teacher motivation and satisfaction are inextricably linked to student outcomes and institutional reputation. However, these distinctions were not statistically significant, indicating that public schools are increasingly adopting similar leadership behaviors as a result of legislative reforms and enhanced accountability.

A common element in both current and earlier research is the apparent need for additional leadership training. In this study, head teachers from both sectors indicated specific areas for improvement, including coaching tactics, flexible delegating, and performance evaluation. This self-awareness is a good sign of professional dedication and readiness for capacity building efforts. Munir and Akhter (2021) identified comparable demands and concluded that targeted training in flexibility and delegation might considerably improve leadership effectiveness. Similarly, Amin et al. (2018) advocated for structured leadership development programs that foster transformative and situational skills in educational leaders. These findings reveal a systemic vacuum in present professional development programs and advocate for the establishment of contextualized training modules that address real world leadership difficulties in Pakistani schools.

Furthermore, these findings support Bass and Avolio's (2004) and Hersey and Blanchard's (2014) claims that effective leadership training must be based on both managerial and interpersonal competencies, combining technical skill sets with emotional intelligence, adaptability, and relational leadership. The uniformity of findings across public and commercial sectors lends

significance to the validity of Hersey-Blanchard Situational Leadership Theory, and relevance in Pakistan's educational system. The basic premise of the model that effective leadership is context dependent and must adapt to follower readiness is strikingly similar to the demands imposed on principals in a variety of school settings.

Both Munir and Akhter (2021) and the current study confirm that school leaders in Pakistan do not strictly adhere to a particular leadership style. Instead, they tailor their approach to the situation, the maturity of their teaching personnel, the complexity of duties, and institutional objectives. The observed participation in all four leadership styles demonstrates the model's practical value and supports its continued use in leadership training and policy development. From a policy standpoint, these findings advise against categorizing leadership training programs by sector. Because head teachers in both public and private schools exhibit similar leadership styles and face similar issues, a unified framework for leadership development is required. However, within this common framework, training must address recognized gaps, particularly in coaching, strategic delegating, and performance feedback.

The findings also emphasizes the importance of moving away from bureaucratic school leadership models and towards more dynamic, responsive, and participatory frameworks. As schools transform into learning organizations, leadership positions must include facilitation, mentoring, creativity, and collaboration, dimensions important to situational leadership and mirrored in the examined literature.

The present study adds to the growing literature on school leadership in Pakistan and specifically in District Batagram, by reaffirming the widespread use of situational leadership approaches in both public and private schools. The lack of major disparities between sectors, the

predominance of directing and delegating behaviors, and the acknowledged need for focused training all speak to a mature leadership culture based on common challenges and goals.

By aligning closely with the findings of Munir and Akhter (2021) and Amin et al. (2018), this study reinforces the case for unified, context aware leadership development programs and confirms the continued usage of Situational Leadership Model, as a diagnostic and developmental tool. Finally, the study emphasizes the critical role of educational leaders in fostering school improvement and advocates for ongoing investment in their professional development, an investment that crosses institutional borders and speaks to the heart of Pakistan's educational reform efforts.

## **5.4 CONCLUSIONS**

The purpose of this study was to investigate and compare the leadership practices of head teachers in public and private secondary schools in District Batagram, based on Hersey-Blanchard Situational Leadership Model. The study aimed to determine the extent to which these practices are used and whether there are any significant differences amongst the leadership practices of head teachers depending on the type of school in which they work.

Based on the statistical analysis and interpretation of the data, the following specific conclusions were drawn;

- i. Hersey Blanchard Leadership practices are actively used across both school types. The survey found that head teachers in both public and private schools use all four leadership styles directing, coaching, supporting, and delegating. The descriptive statistics revealed moderately high to higher mean scores across all leadership practices, implying that head teachers are generally proactive and involved in their leadership positions. This



demonstrates that leadership is not only understood conceptually but also applied in practical school administration.

- ii. Directing and delegating were the most prominent leadership styles. Among the four leadership styles, the Directing and Delegating styles obtained the highest average scores, particularly among private school head teachers. This suggests that head teachers provide organized supervision while also trusting their team with autonomy and accountability. It exemplifies a good balance of monitoring and empowerment, which is essential for effective leadership, especially in education, where instructors are expected to act freely while adhering to a structured framework.
- iii. Coaching and supporting practices are also prevalent, but there is need for improvement. The analysis revealed that Coaching and Supporting styles were also commonly used, with high mean ratings. These included strategies for motivating teachers, providing feedback, encouraging collaboration, and cultivating a healthy school culture. However, somewhat lower scores on certain elements, such as individualized coaching and the supply of instructional resources, indicate that some areas require further improvement, particularly in public schools where resource constraints may hinder implementation.
- iv. Head teachers acknowledge the need for professional development. One notable conclusion was that head teachers from both sectors acknowledged the need for additional training, specially, in innovative leadership strategies, mentoring techniques, multi-directional leadership styles, and strategic delegation. This demonstrates that school leaders have a growth attitude and are eager to change and enhance their leadership techniques in response to changing educational issues.

- v. Leadership behavior appears to be contextually grounded rather than institution-specific.

The lack of significant variations between public and private school leaders suggests that contextual factors such as teacher experience, student needs, and institutional culture have a greater influence on leadership behavior than governance structure does. This reinforces the usefulness of the Situational Leadership Model, which emphasizes the importance of tailoring leadership style to the preparedness and requirements of team members.

- vi. There is no statistically significant difference between public and private school head teachers.

The study discovered that while private school head teachers had somewhat higher average scores in each leadership dimension, none of the differences were statistically significant (Percent difference range 1-3%). This shows that school type has little influence on how leadership is exercised. Head teachers in both sectors exhibit comparable leadership practices, probably as a result of shared administrative obligations, training programs, and professional expectations set by educational authorities or school boards.

### **Over-all Conclusion**

This study found that leadership practices in secondary schools are strong, pervasive, and essentially consistent across public and private sectors. Head teachers in both settings use a variety of leadership styles to manage staff, supervise education, and promote school development. While head teachers in private schools place slightly more emphasis on performance-oriented leadership, the differences are not statistically significant.

The consistent application of leadership practices across sectors indicates that education system is developing a mature leadership culture in District Batagram. It also emphasizes the potential for systemic improvements through focused professional development, resource

assistance, and leadership mentorship initiatives. The findings emphasize the importance of treating leadership not as a sector-specific ability, but as a professional competency that requires ongoing improvement regardless of school ownership.

## **5.5 RECOMMENDATIONS.**

Based on the findings and conclusions of the study, the following recommendations may be incorporated to improve leadership practices among head teachers in public and private secondary schools. These recommendations seek to address areas for development, improve professional competencies, and provide more effective instructional and organizational leadership in accordance with the Hersey-Blanchard Situational Leadership Model.

- i. Establish ongoing leadership training and professional development programs.

The survey found that, while head teachers are proficient in the four basic leadership styles of directing, coaching, supporting, and delegating, there is a clear self-identified need for additional training, particularly in advanced or innovative leadership strategies. Educational authorities (such as District Education Offices, Private School Associations, and the Ministry of Education) may develop and implement ongoing, structured training programs based on situational leadership, instructional supervision, emotional intelligence, performance management, and team empowerment. These programs should include practical modules such as role-playing, simulations, and case studies to help head teachers implement leadership styles in real-world situations.

- ii. Promote peer learning and leadership networking across schools.

Given the findings of the study, that public and private head teachers exhibit similar leadership behaviors, collaboration between the two sectors could promote mutual learning and innovation. Establish district level leadership forums or communities of practice where

head teachers from both sectors can gather on a regular basis to share issues, exchange successful tactics and work together to develop solutions. Create mentorship programs that link experienced head teachers with newer or less experienced ones to encourage on-the-job learning, particularly in coaching and delegation abilities.

iii. Strengthen Coaching Capacity and Provide Individualized Teacher Support.

Although coaching was widely performed, the data revealed that head teachers had lower mean scores for one-to-one mentoring, providing instructional feedback, and promoting peer learning. Head teachers may be trained through seminars, conferences and training programs to improve their skills in personalized teacher development, particularly formative feedback, observation-based coaching, and action planning. Schools may schedule peer coaching sessions, reflective conversations, and one-to-one teacher conferences.

iv. Improved access to instructional and support materials.

The study found inadequacies in the availability of literature and tools on teaching skills, notably in schools. School administrators and education departments may provide instructional guides, pedagogical literature, and digital learning tools across all schools. Encourage the establishment of school-based resource centers that give instructors access to lesson preparation guides, sample assessment tools, and best-practice resources.

v. Implement Reflective Practices in Leadership Development, effective leadership requires

ongoing self-evaluation and adjustment. The study indicated that head teachers are conscious of their own limitations and want to grow, which provides a platform for adding reflective techniques. Implement 360-degree feedback tools for head teachers, including assessments from teachers, students, and supervisors. Encourage the use of leadership

journals, self-evaluation checklists, and annual leadership goal-setting as part of the school improvement process.

- vi. **Align Leadership Evaluation Systems With Situational Leadership Principles.**  
To ensure leadership effectiveness, evaluation methods should not just consider administrative conformity, but also adaptability, team responsiveness, and instructional impact. Create evaluation rubrics that mirror the four leadership styles, and evaluate the head teacher's ability to adjust their approach based on staff preparation and task complexity. Leadership assessments can be used to influence professional development programs and identify training objectives, in addition to holding leaders accountable.
- vii. **Policy Reforms and Support from Educational Authorities.** Government and private education agencies may actively support and intervene at the policy level to ensure that these suggestions are implemented. Apply situational leadership principles to national leadership standards and teacher education curriculum. Set aside budgets for leadership development, coaching programs, and school-based improvement projects, it may be ensured that leadership development policies include both public and private schools, recognizes their mutual difficulties and aspirations.

The findings of the study shows that, while head teachers in both public and private schools effectively use a variety of leadership practices, there are some key areas that require special attention, particularly coaching, individualized support, instructional resource provision, and advanced delegation. Implementing the principles above can help educational stakeholders to improve the ability of head teachers in leadership practices, confidence, and effectiveness, resulting in higher teacher performance, improved student outcomes, and more resilient school environments.

## **5.6 FUTURE RESEARCH GAPS.**

Although this study provides an insight into the leadership practices of head teachers in public and private secondary schools, it also opens up new options for future research. These gaps identify areas in which further research is needed to better understand the complexities and contextual influences on school leadership. Addressing these deficiencies can help to establish more complete, inclusive, and successful leadership frameworks in the education sector, especially in Pakistan and other similar educational contexts.

### **i. Need for Qualitative Exploration**

This study used a quantitative research design, which allowed for the detection of general trends and comparisons using numerical data. While this approach gave useful statistical insights, it is limited to reflect the breadth and richness of leadership experiences. Future study may include qualitative approaches such as interviews, focus groups, case studies, and narrative inquiry to investigate the attitudes, problems, and decision-making processes of head teachers. Qualitative research can indicate how leaders view leadership in different contexts, as well as how they alter their methods in response to real-time school dynamics, interpersonal obstacles, and community expectations.

### **ii. Inclusion of demographic and institutional variables.**

While this study evaluated leadership practices by school type (public vs. private), it did not look into the potential impact of other significant variables on leadership behavior. Future research may look into how gender, age, educational background, teaching and leadership experience, school size, financing level, and geographic location (urban vs. rural) influence the use of various leadership styles.

Understanding these impacts can aid in the customization of leadership training programs and resource allocation based on unique requirements.

**iii. Longitudinal studies of leadership development over time.**

The current study provides a cross-sectional view of leadership practices, using data collected at a specific point in time. However, leadership is a dynamic process that evolves with experience, new responsibilities, policy reforms, and educational trends. Future studies may use a longitudinal design to track changes in leadership behavior over time, especially in response to professional development programs, systemic reforms, or leadership transitions.

Such research can assist determine whether leadership styles are maintained, altered, or abandoned over time and under what conditions.

**iv. Linking Leadership Practices and Educational Outcomes.**

While this study focused on self-reported leadership practices of head teachers, it did not examine how these activities affected student performance, teacher satisfaction, classroom practices, or school progress. Future study may look on the relationship between leadership behaviors and school outcomes like academic achievement, dropout rates, teacher retention, and student involvement.

**v. Comparative studies across regions or provinces**

This study was limited to District Batagram, and while it gives valuable localized insights, the regional diversity of educational system in Pakistan demands more comprehensive comparison investigations.

Conduct comparable studies in multiple districts or provinces to uncover regional trends, contextual challenges, and cultural variances in leadership practice.

Comparative studies can reveal optimal practices from high-performing regions and influence national policy planning for leadership development.

**vi. Cross-National and International Comparative Studies**

The situational leadership model utilized in this study is internationally recognized and applicable to a variety of educational settings. Comparing findings from different nations can help us better understand how cultural, economic, and policy contexts influence school leaders.

Future academics could conduct cross-national studies comparing Pakistan's leadership styles to those of other South Asian, Middle Eastern, or poor countries. Such comparisons could emphasize both universal leadership principles and culture-specific adaptations, adding to the global educational leadership discourse.

**vii. The role of policy, supervision, and institutional support.**

The current study does not delve further into the policy and institutional frameworks that influence leadership behavior. Head teachers frequently function under structural restrictions that influence their decisions and actions.

Future research should look into how educational policy, district-level monitoring, teacher unions, school boards, and inspection systems affect the autonomy and effectiveness of school administrators.

This can result in policy changes that better match school leadership expectations with practical realities.

## **5.7 Limitations of the study.**

This study includes limitations that must be noted when evaluating the results. First, the study was limited to secondary school head teachers in District Batagram, limiting the applicability



of the results to other districts or regions of Khyber Pakhtunkhwa and Pakistan. Leadership practices can differ across geographical, cultural, and socioeconomic contexts; therefore, caution should be given when drawing findings outside the selected district.

Second, the research used a quantitative design with a self-structured questionnaire. While this supplied measurable statistics, it did not allow for a thorough examination of the personal experiences and viewpoints of head teachers. A qualitative or mixed-methods approach could have provided more detailed insights into the situational dynamics of leadership practices.

Third, the study relied on self-reported responses from head teachers, which could be influenced by social desirability bias or personal interpretations of leadership practices. The lack of triangulation with teacher or student views indicates that the procedures were analyzed solely from the perspective of head teachers.

Fourth, the focus was limited to the four leadership styles of Hersey-Blanchard Model (directing, coaching, supporting, and delegating). Other leadership theories and styles, such as transformational or instructional leadership, were not included, limiting the scope of the investigation of leadership practices.

Finally, the study did not consider external issues such as resource limits, government regulations, training opportunities, or community involvement, all of which could have an impact on the effectiveness of leadership techniques.

Despite these limitations, the study gives useful insights into the applicability of Hersey-Blanchard Model in the Pakistani educational context and serves as a platform for future research with a greater scope and methodological diversity.

## 6 REFERENCES

- Abazie, G. A., Guo, F., & He, P. (2024). School principals' instructional leadership as a predictor of teachers' professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(63). <https://doi.org/10.1186/s40862-024-00290-0>
- Ahmad, N., Thomas, M., & Hamid, S. (2020). Teachers' perceptions regarding the effect of instructional leadership practices of primary school head-teachers on teacher effectiveness. *Journal of Research and Reflections in Education*, 14. [http:// www.ue.edu.pk/jrre](http://www.ue.edu.pk/jrre)
- Akinbode, M. O., & Olumide, O. A. (2024). Effectiveness of situational leadership style in managing workplace crisis. *ResearchGate*. <https://www.researchgate.net/publication/382624694>
- Algahtani, A. (2022). Leadership and management: A comparative analysis of their roles in organizational success. *Journal of Business and Management Studies*, 4(3), 45–58. <https://doi.org/10.11114/jbms.v4i3.5678>
- Ali, M., & Aslam, M. (2019). Impact of leadership style of teacher on the performance of students: An application of Hersey and Blanchard Situational Model. *Bulletin of Education and Research*, 41(1). <http://pu.edu.pk/home/journal/32>
- Allen, N. J., & Meyer, J. P. (2016). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49(3), 252–276. <https://doi.org/10.1006/jvbe.1996.0043>
- Amin, M., Shah, S. J., Amin, H., & Islam, M. (2015). Leadership styles of the Campus Principals and Divisional Directors in a Public University of Pakistan. *ResearchGate*. [https://www.researchgate.net/publication/343961948\\_Leadershi](https://www.researchgate.net/publication/343961948_Leadershi)

p\_styles\_of\_the\_Campus\_Principals\_and\_Divisional\_Directors\_in\_a\_Public\_University  
of\_Pakistan/citations

- Antonakis, J., & Day, D. (2018). *The nature of leadership* (3rd ed.). SAGE Publications.
- Avery, G. C., & Ryan, J. (2002). Applying situational leadership in Australia. *Journal of Management Development*, 21(4), 242–262. <https://doi.org/10.1108/02621710210423784>
- Awan, A. G. (2014). Brazil's Innovative Anti-Poverty & Inequality Model. *American Journal of Trade and Policy*, 1(2), 56–61. <https://doi.org/10.18034/ajtp.v1i2.363>
- Badura, K. L., Galvin, B. M., & Lee, A. (2020). Leadership emergence: An integrative review. *The Leadership Quarterly*, 31(6), 101389. <https://doi.org/10.1016/j.leaqua.2020.101389>
- Baidoun, N., & Anderson, V. A. (2024). The relationship between career satisfaction and organizational commitment: Evidence from the Kuwaiti banking sector. *European Journal of Training and Development*, 48(9), 873–892. <https://doi.org/10.1108/EJTD-03-2023-0044>
- Barnes, K., Vione, K., & Kotera, Y. (2024). Effective leadership practice among senior leaders working from home and in the hybrid workplace across COVID-19. *SN Business & Economics*, 4(55). <https://doi.org/10.1007/s43546-024-00651-4>
- Basinskaya, I., Radyuk, O., & Nekhviadovich, I. (2020). SITUATIONAL AND INTERACTIONIST LEADERSHIP THEORIES. *Naukovij Časopis Nacional'nogo Pedagogičnogo Universitetu Īmenì M.P. Dragomanova*, 11, 5–23. [https://doi.org/10.31392/npu-nc.series12.2020.11\(56\).01](https://doi.org/10.31392/npu-nc.series12.2020.11(56).01)
- Bass, B. M.; Avolio, B. J. (2004). *Multifactor Leadership Questionnaire: Manual and Sampler Set* (3rd Edition). Menlo Park, CA: Mind Garden.

- Bell, R. M. (2013). Charismatic Leadership Case Study with Ronald Reagan as Exemplar. *Emerging Leadership Journeys*, 6(1), 66-74.
- Blanchard, K. H., Zigarmi, P., & Zigarmi, D. (2013). *Leadership and the One Minute Manager: Increasing effectiveness through Situational Leadership II* (Updated ed.). William Morrow. (Note: This 2013 edition, published within the requested range, is widely cited for its practical application of the model.)
- Bush, T. and Middlewood, D. (2021). Leading and managing people in education. London: Retrieved from: [/http://www.sajournalofeducation.co.za/index.php/saje/article/view/107/29](http://www.sajournalofeducation.co.za/index.php/saje/article/view/107/29)
- Bush, T., & Glover, D. (2016). School leadership and management in South Africa: Findings from a systematic literature review. *International Journal of Educational Management*, 30(2), 211–231. <https://doi.org/10.1108/IJEM-07-2014-0101>
- Clark, K. B., Clark, J. R., & Clark, E. E. (2024). Leading Through: Activating the Soul, Heart, and Mind of Leadership. Harvard Business Review Press.
- Clement, M., Thornton, B., & Eddy, R. M. (2022). Examining the impact of situational leadership on urban school turnaround: A case study. *Journal of Educational Leadership and Policy Studies*, 6(1), 45–62.
- Crisan, A., Dumitrescu, A., & Tigu, G. (2025). The Hersey and Blanchard's Situational Leadership Model revisited: Its role in sustainable organizational development. *Sustainability*, 17(9). <https://doi.org/10.3390/su1709xxxx>
- Culduz, M. (2024). The impact of educational leadership in improving the learning experience. In *Handbook of research on inclusive and innovative education* (pp. 1–16). IGI Global. <https://www.researchgate.net/publication/377888833>

- Curran, K. (2022). A causal investigation into the relationships between supervisory leadership styles and subordinate satisfaction and performance. [https://doi.org/10.31390/gradschool\\_disstheses.2867](https://doi.org/10.31390/gradschool_disstheses.2867)
- Davis, S. H., & Nixon, C. (2024). Transformational leadership in schools: Adapting to diverse educational contexts. *Journal of School Leadership*, 34(3), 287–305. <https://doi.org/10.1177/10526846231167890>
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes. *Educational Administration Quarterly*, 52(2), 221–258. <https://doi.org/10.1177/0013161x15616863>
- Eagly, A. H., & Sczesny, S. (2022). Gender stereotypes and leadership: Persistent challenges for women. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 199–222. <https://doi.org/10.1146/annurev-orgpsych-012420-055719>
- Egan, J. D. (2024). Situational leadership role-play and debrief: An exploration of useful components and limitations. *Management Teaching Review*, 9(1), 45–63. <https://doi.org/10.1177/23792981231223456>
- Fischer, T. (2023). Leadership and followership: A dynamic interplay. *Journal of Leadership & Organizational Studies*, 30(3), 285–297. <https://doi.org/10.1177/15480518231175328>
- Gay, L.R. (2015). Educational Research. Islamabad: Pak Edition.
- Ghamrawi, N., Ghamrawi, N. A.-R., & Shal, T. (2024). Cultivating teacher leadership: Evidence from a transformative professional development model. *Professional Development in Education*, 50(2), 413–441. <https://doi.org/10.1080/19415257.2024.2323738>

- Graeff, C. L., & Karau, S. J. (2022). Revisiting situational leadership theory: An action-oriented perspective. *Leadership & Organization Development Journal*, 43(5), 705–718. <https://doi.org/10.1108/LODJ-08-2021-0382>
- Grint, K. (2017). *Leadership: A very short introduction* (2nd ed.). Oxford University Press.
- Gyeltshen, L. (2020). A study examining the influence of principals' situational leadership practices on teachers' organizational commitment in Bhutan. *Journal of Educational and Human Resource Development (JEHRD)*, 8, 127–138. <https://doi.org/10.61569/47t29m55>
- Hallinger, P., & Heck, R. H. (2018). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 38(2), 139–159. <https://doi.org/10.1080/13632434.2017.1411900>
- Harris, A. (2024). Effective leadership in schools facing challenging contexts. *ResearchGate*. <https://www.researchgate.net/publication/385141103>
- Harris, A., & DeFlaminis, J. (2016). Distributed leadership in practice: Evidence, misconceptions and possibilities. *Management in Education*, 30(4), 141–146. <https://doi.org/10.1177/0892020616656734>
- Haslam, S. A., Alvesson, M., & Reicher, S. D. (2024). Zombie leadership: Dead ideas that still walk among us. *The Leadership Quarterly*, 35(3), 101777. <https://doi.org/10.1016/j.leaqua.2024.101777>
- Hersey, P., Blanchard, K. H., and Johnson, D. E. (2012). *Management of Organisational Behaviour: Leading Human Resources* (10th Edition). Upper Saddle River, New Jersey: Pearson.

- Hoyt, C. L., & Murphy, S. E. (2021). Women and leadership: Navigating the labyrinth in the 21st century. *The Leadership Quarterly*, 32(1), 101513. <https://doi.org/10.1016/j.leaqua.2020.101513>
- Humphreys, J. H., and Einstein, W. O. (2004). Leadership and temperament congruence: Extending the expectancy model of workplace motivation. *Journal of Leadership and Organisational Studies*, 10(4), 58–79.
- Kandasamy, U. C. (2024). Ethical leadership in the age of AI: Challenges, opportunities, and a framework for ethical leadership (arXiv preprint arXiv:2410.18095).
- Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, K. (2020). Impact of transformational leadership on work performance, burnout and social loafing: A mediation model. *Future Business Journal*, 6(40). <https://doi.org/10.1186/s43093-020-00043-8>
- Korn Ferry. (2025). Top 5 leadership trends of 2025. *Forbes*. <https://www.forbes.com/sites/kornferry/2025/04/02/top-5-leadership-trends-of-2025/>
- Leithwood, K., & Jantzi, D. (2006). A review of research on school leadership and student outcomes. *The International Journal of Educational Management*, 20(3), 100-120.
- Magubane, S. K. (2017). The impact of leadership styles on school performances. <https://core.ac.uk/download/547498854.pdf>
- Mahmood, K., Rifaqat, M., & Amin, S. (2021). Head Teacher AS A Leader: An Analysis of Head Teachers Practices Based on Hersey Blanchard Model in Azad Jammu & Kashmir. *International Research Journal of Education and Innovation*, 2(3), 35–43. [https://doi.org/10.53575/irjei.v2.03\(21\)3.35-43](https://doi.org/10.53575/irjei.v2.03(21)3.35-43)

- Meirovich, G., & Gu, J. (2015). Empirical examination of the Situational Leadership Model: The relationship between leader behavior and follower readiness. *Journal of Leadership Studies*, 9(2), 45–56. <https://doi.org/10.1002/jls.21356>
- Mercurio, Z. A. (2015). Affective commitment as a core essence of organizational commitment: An integrative literature review. *Human Resource Development Review*, 14(4), 389–414. <https://doi.org/10.1177/1534484315603612>
- Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A network analysis of leadership theory: The inflection point and implications for future research. *The Leadership Quarterly*, 27(3), 418–429. <https://doi.org/10.1016/j.leaqua.2016.04.002>
- Morkel, A., Nienaber, H., & McNeill, R. (2021). Time For Change: Tools Enhancing Competitive Advantage In The Wine Business. *Journal of Global Business and Technology*, 17(2), 20-40.
- Munir, H., & Akhter, M. (2021). A study on association between the perceptions of principals and teachers regarding college principals' leadership style in perspective of situational leadership theory. *Journal of Arts and Social Sciences*, 8(1), 147–155.
- Nie, W. (2024). Seven leadership trends to watch in 2024. \*I by IMD\*. <https://www.imd.org/ibyimd/2024-trends/seven-leadership-trends-to-focus-on-in-2024/>
- Northouse, P. G. (2014). *Leadership: Theory and Practice*, 6th edition. Sage publications.
- Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publications.
- Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). SAGE Publications.
- Offermann, L. R., & Foley, K. A. (2020). Is it who you are or what you do? The impact of gender and behaviors on leadership evaluations. *The Leadership Quarterly*, 31(5), 101337. <https://doi.org/10.1016/j.leaqua.2020.101337>



- Papworth, M. A., Milne, D., & Boak, G. (2014). An exploratory content analysis of situational leadership. *Journal of Management Development*, 33(10), 1004–1016.  
<https://doi.org/10.1108/JMD-02-2013-0025>
- Punch, K. F. (2005). “Introduction to Social Research: Quantitative and Qualitative Approaches” (2nd Edition). Sage publications.
- Raza, S. (2018). Impact of leadership style of teacher on the performance of students: An application of Hersey and Blanchard Situational Model. [https:// www.semanticscholar.org/paper/Impact-of-Leadership-Style-of-Teacher-on-the-of-An-Raza-Sikandar/3be523496b51149d7e3fa32e2f7f02bcf4e94cf0](https://www.semanticscholar.org/paper/Impact-of-Leadership-Style-of-Teacher-on-the-of-An-Raza-Sikandar/3be523496b51149d7e3fa32e2f7f02bcf4e94cf0)
- Reeves, D. B. (2009). Leading change in your school: How to conquer myths, build commitment, and get results. Association for Supervision and Curriculum Development
- Riaz, N., Sultan, S. (2017). What is under the layer: leadership practices of public school head teachers in Pakistan? FWU Journal of Social Sciences, 11,201-213.  
[http://www.sbbwu.edu.pk/journal/Winter\\_2017\\_Vol\\_11\\_No\\_2/18.%20What%20Is%20Under%20the%20Layer%20Leadership.pdf](http://www.sbbwu.edu.pk/journal/Winter_2017_Vol_11_No_2/18.%20What%20Is%20Under%20the%20Layer%20Leadership.pdf)
- Sarwar, U., Tariq, R., & Yong, Q. (2022). Principals’ leadership styles and its impact on teachers’ performance at college level. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.919693>
- Sulistyan, R. B., & Hermawan, S. (2024). The influence of situational leadership on employee performance mediated by job satisfaction and Islamic organizational citizenship behavior. *ResearchGate*.  
[https://www.researchgate.net/publication/386294178\\_The\\_Influence\\_of\\_Situational\\_Lea](https://www.researchgate.net/publication/386294178_The_Influence_of_Situational_Lea)

dership on Employee Performance Mediated with Job Satisfaction and Islamic Organizational Citizenship Behavior

- Szot, G. (2024,). The power of situational leadership for developing talent. *Forbes*.  
<https://www.forbes.com/councils/forbesbusinesscouncil/2024/11/19/the-power-of-situational-leadership-for-developing-talent/>
- Thompson, G., & Glaso, L. (2018). Situational leadership theory: A test from a leader-follower congruence approach. *Leadership & Organization Development Journal*, 39(5), 574–591.  
<https://doi.org/10.1108/LODJ-01-2018-0050>
- Wellman, N., Peart, F., & Lee, A. (2020). The interplay of formal and informal leadership: A dynamic network perspective. *Journal of Organizational Behavior*, 41(8), 745–762.  
<https://doi.org/10.1002/job.2463>
- Yildiz, N. G. (Ed.). (2025). *Leading and managing change for school improvement*. IGI Global.  
<https://guides.library.stanford.edu>
- Yukl, G. (2019). *Leadership in organizations* (9th ed.). Pearson.
- Yukl, G., & Gardner, W. L. (2020). *Leadership in organizations* (10th ed.). Pearson.
- Zaccaro, S. J., Dubrow, S., & Kolze, M. (2018). Leader traits and attributes. In J. Antonakis & D. V. Day (Eds.), *The nature of leadership* (3rd ed., pp. 29–55). SAGE Publications.
- Zaman, K. (2025). *Agentic Leadership: Timeless Truths and New Intelligence*. AgenticLeadershipBook.com.
- Zhou, D., Saud, M., & Ekowati, D. (2024). Principal leadership styles and its impact on teachers' performance. *International Journal of Academic Research in Progressive Education and Development*, 13(1). <https://www.researchgate.net/publication/379052496>

# **ANNEXTURE 1**

## **Questionnaire for Head Teachers**

**Dear Sir,**

I am a student of MS Education at International Islamic University Islamabad. I am conducting a research on the topic “**An Analysis of Head Teachers Practices Based on Hersey Blanchard Model**”. I am collecting data from the head teachers. In this regard the following questionnaire is designed to collect data. Can you please spare sometime to fill it out? Your response will be helpful. I shall be very thankful for your cooperation.

Yours Sincerely

Shahab Ud Din

Reg. No. 445-FSS/MSEDU/F22

### **Section 1: Demographic Information**

**What is your current role in the school?**

Head Teacher ☐ Deputy Head Teacher ☐ Department Head ☐ Other ☐

**Which type of school do you work in?**

Public ☐ Private ☐

**How many years have you been in your current position?**

1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above ☐

### **Section 2: Leadership Practices (Based on Hersey Blanchard Model)**

Please respond to the following statements based on the extent to which you agree or disagree to the following statements (e.g., **Strongly Disagree= SDA, Disagree= DA, Neutral= N, Agree= A, Strongly Agree= SA**).

#### **Directing**

Statements

**SDA DA N A SA**

- 1 I provide directions to teachers in one to one meeting.
- 2 I provide directions to the teachers in groups for effective teaching.
- 3 I ensure to explore the areas where the teachers are lagging behind.
- 4 I examine the teachers during teaching process.

- 5 I facilitate the teachers to participate in ongoing teaching trainings.
- 6 I provide opportunities for teachers to learn from the experiences of experienced teachers.
- 7 I avoid to put extra teaching burden on teachers.
- 8 I regularly observe the teachers during completion of assigned tasks.
- 9 I guide the teachers to improve the lesson planning skills.
- 10 I need training for multi directional leadership styles.

### **Coaching**

Statements	SDA	DA	N	A	SA
11 I coach the teachers for assessment in one to one meeting.					
12 I motivate the teachers in groups for effective assessments.					
13 I lead the teachers during the assigned tasks.					
14 I facilitate the teachers to participate in ongoing teacher trainings.					
15 I observe the teachers during the assigned tasks.					
16 I encourage teachers to get feedback from the experienced teachers.					
17 I appreciate the teachers on completion of the assigned tasks.					
18 I evaluate the teacher's performance regularly.					
19 I am aware of result reporting techniques.					
20 I need trainings for further innovative coaching techniques.					

### **Supporting**

Statements	SDA	DA	N	A	SA
21 I support the teachers in co-curricular activities.					
22 I support the teachers in classroom activities.					
23 I ensure provision of literature on teaching skills for the teachers.					

- 24 I ensure to keep the staff motivated.
- 25 I give award to the teachers after completing the assigned tasks.
- 26 I produce sense of competition among teachers.
- 27 The teachers are accountable on showing low results.
- 28 I have positive attitude towards the use of co-curricular activities.
- 29 I have a command on the counselling skills.
- 30 I need trainings for multidimensional supporting techniques.

### **Delegating**

Statements	SDA	DA	N	A	SA
31 I assign curricular and co-curricular work to the experienced teachers.					
32 I regularly monitor the assigned task given to teachers.					
33 I avoid interruption during working hours of teachers.					
34 I always appreciate the teachers for their performance.					
35 I ensure to build confidence among teachers.					
36 I provide complete freedom in teaching learning activities.					
37 I provide feedback on the completion of assigned tasks.					
38 I provide competitive environment in the school.					
39 I evaluate the effectiveness of different teaching methods.					
40 I need training regarding delegation of tasks to the teachers.					

### **Directing**

How do you provide clear direction and instruction to staff members who are still developing their skills and may lack confidence in performing tasks?

---



---



---



---

### **Coaching**

When working with staff who have some competence but still need guidance, how do you combine direction and support to encourage their growth and increase their motivation?

-----  
-----  
-----  
-----  
-----

**Supporting**

How do you foster collaboration and empower staff who have necessary skills but may need additional encouragement or support to stay motivated and engaged?

-----  
-----  
-----  
-----  
-----

**Delegating**

How do you empower highly skilled and self-motivated staff to take full responsibility for tasks while still ensuring they have the resources or support they may need?

-----  
-----  
-----  
-----  
-----

**Thanks**

## ANNEXTURE 2

### Validity Certificate

# International Islamic University Islamabad



### Certificate of Instrument Validation

This is to certify that the research instrument for the research titled "**An Analysis Of Head Teachers Practices Based on Hersey Blanchard Model**" developed by **Shahab Ud Din**, a student of **MS Educational Leadership and Management at Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad**, has been thoroughly reviewed and evaluated for its content validity.

The instrument was assessed by a panel of subject matter experts in the field of **Education**. The items included in the instrument were examined for relevance, clarity, comprehensiveness, and appropriateness to the research objectives. Based on expert judgment, the instrument is considered valid for the intended research purpose.

This certificate is issued to confirm that the research instrument is suitable for data collection as per academic and methodological standards.

#### Validated By;

Dr. Muhammad Nasir Khan  
Assistant Professor  
International Islamic University.