

**RESEARCH PAPER****Investigating Leadership Dynamics: A Comparative Analysis of Situational Leadership Theory and Contemporary Leadership Practices in a Public School****<sup>1</sup>Dr. Badriah Khaleel\* <sup>2</sup>Shahida Kausar and <sup>3</sup>Sumiya Riaz**

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**Corresponding Author** badriah.khaleel@kinnaird.edu.pk**ABSTRACT**

This study aims to investigate leadership dynamics in a public school setting through a comparative analysis of Situational Leadership Theory (SLT) and contemporary leadership practices. The research focuses on understanding how adaptive leadership approaches can enhance teacher motivation and achievement levels. Principals play a crucial role in shaping the school environment, including fostering a conducive learning atmosphere, managing resources effectively, and boosting teacher morale. The methodology involves qualitative exploration and description, utilizing systematic observation and reflection to evaluate leadership behaviors. Results indicate the importance of principals adapting their leadership styles to meet the changing needs of teachers and students throughout the academic year, ultimately supporting academic growth and achievement. The study concludes that effective leadership in public schools requires a flexible approach that balances directive, coaching, supporting, and delegating styles based on situational demands. Recommendations include providing targeted training for principals to enhance their application of SLT and modern leadership practices for improved school performance.

**Keywords:** Achievement Levels, Leadership Effectiveness, Situational Leadership, Teacher Motivation**Introduction**

Success in any organization depends on having effective leadership, and the education sector is certainly not an exemption. The direction and culture of public schools are greatly influenced by the work that administrators, including principals, do in the classroom. Over time, a variety of theories and methods have emerged to inform educational leadership, and public school leadership practices have changed accordingly. Situational Leadership Theory (SLT), which emphasizes the significance of leaders modifying their style to suit the needs of their followers and the demands of the situation, is one such theory that has attracted a lot of attention. In parallel, various other leadership approaches have surfaced, reflecting the evolving educational terrain and the growing focus on cooperative and transformative leadership paradigms. By comparing Situational Leadership Theory with contemporary leadership practices, this study aims to investigate the dynamics of leadership in public schools. This research attempts to offer important insights into the successful leadership techniques used by school leaders and their influence on organizational outcomes by analyzing the ways in which these two approaches overlap and vary.

**Literature Review**

Leadership is defined as the capacity to guide a group of individuals towards achieving a common objective that would not have been achieved in the absence of a leader

(Khosro .et al 2023). Since the time of Plato and Caesar, the concept of leadership has been studied. A comprehensive explanation of leadership combines all the essential components of the idea that leadership is an influence relationship between a leader and their followers who are committed to the same goal (Torlak et al. 2021). Leaders use particular leadership styles to excite and energize their workforce.

Moreover, leadership is sometimes equated with management, yet there are differences between these two concepts. Management traditionally focuses on the activities of staffing, organizing, controlling, and planning, whereas leadership emphasizes the general influencing process. According to some researchers, management is concerned with creating order and stability and discipline, whereas leadership is about adaptation and bringing about constructive change. The overlap between leadership and management is centered on how both involve influencing a group of individuals towards the achievement of a goal (Tabrizi & Rideout 2019).

Besides this, leadership in an educational setting is a multifaceted process that involves guiding and influencing teachers, students, and other stakeholders towards the achievement of educational goals. It plays a vital role in the success of educational institutions (Khattak et al., 2023). Educational leadership encompasses various roles from creating a shared vision and nurturing an academic culture to managing organizational logistics and engaging with the wider community. Effective educational leaders are able to navigate complex challenges and create a conducive learning environment for students and faculty alike. They aim to create and sustain conditions under which all school community can thrive and meet educational objectives effectively (Khan et al., 2019).

In all leadership styles, situational leadership is a concept that has gained a lot of interest in the field of educational leadership because it is applicable to the changing difficulties that educational institutions confront, especially in Pakistan where the educational landscape is very competitive. Educational leaders are finding situational leadership to be a useful technique, as it emphasizes adapting leadership strategies to the specific needs of the setting or scenario. Teachers understand the value of situational leadership in negotiating the complex educational environment, where organizational dynamics and decision-making are constantly influenced by both internal and external factors. Situational leaders are highly esteemed for their capacity to adjust and implement tactics that correspond with the particular requirements of the circumstance, enabling proficient leadership in a variety of settings. It has been suggested that this adaptability is essential to the functioning of the organization and to the development of favorable results for stakeholders and pupils. Situational leadership is still an important subject to learn about and use for educational leaders who want to succeed in Pakistan's ever-changing educational environment, given the fierce rivalry and constantly changing obstacles that educational institutions must face. (Khattak et al. 2023)

In another study, researchers used a quantitative method with correlation analysis to examine the relationship between situational leadership and self-efficacy in a study looking at the elements improving teacher work productivity. The study, which was carried out among civil servants who teach in primary schools in Bogor, Indonesia, discovered a favorable relationship between self-efficacy and teacher work productivity as well as between situational leadership and teacher work productivity. These results highlight the importance of self-efficacy and situational leadership in raising teacher productivity. Notably, the study also prioritized seven indicators for improvement, including teacher achievement, facility use, efficiency, leader behavior, delegation, and managerial ability. It also used the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) framework. By emphasizing the value of situational leadership and self-efficacy in educational contexts and offering a fresh method for ranking areas that need

development in education management, this study adds to the body of literature already in existence. (Hidayat et. al., 2020)

Furthermore, another study adds to the body of knowledge on educational leadership and teacher effectiveness by examining the relationships between the situational leadership style of the principal, the professionalism of the teachers, and the performance of the teachers in primary schools. The research used a questionnaire and paperwork to gather data from a sample size of 32 teachers from three primary schools. The data were then analysed using the SPSS software. The results showed that: (1) teacher professionalism was found to positively correlate with teacher performance at SD Negeri in Penuguan; (2) the situational leadership style of the principal had a noticeable effect on teacher performance at the same school; and (3) when taken into account jointly, both the situational leadership style of the principal and teacher professionalism showed influence on teacher performance at SD Negeri in Penuguan. These results highlight the complex interplay between several factors influencing primary school teachers' performance and the critical roles that professionalism and leadership style play in promoting positive learning outcomes. (Ruslan & Lian 2020)

Educational leadership contributes to the body of literature by emphasizing important ideas including organizational structure, leadership delegation, and situational leadership—particularly in high school settings. These subjects are thought to be essential for raising educational standards, particularly in various nations and educational settings. Through an analysis of case studies from Canada and Iran, the paper emphasizes how critical it is to use situational leadership skillfully. Both examples show differing degrees of situational leadership implementation shortcomings in addition to a common hierarchical organizational framework. This discrepancy emphasizes how important situational leadership is in meeting the various demands and difficulties that arise in learning situations. It is clear how valuable situational leadership is as a framework for directing leadership practices in schools when one compares these instances to the ideal specifications for a successful educational system. (Tabriz & Rideout 2019)

The study conducted by Zohair et al. (2021) aims to explore the dynamic relationship that Amman's teachers perceive between situational positional leadership and their motivation to achieve. Using a descriptive research design, information was gathered from 445 educators, with a first emphasis on situational leadership and a second on achievement motivation. The results show that principals frequently apply situational leadership, demonstrating a high degree of participation in modifying leadership strategies according to situational settings. It's interesting to note that the study finds no discernible differences in situational leadership by gender, experience level, and qualifications, highlighting a consistency in leadership approaches. It does, however, draw attention to important variations in participative leadership, which benefits female educators.

Furthermore, the study reveals a strong drive for success among high school teachers, with years of experience, gender, and qualifications showing up as important predictors of motivation levels. Interestingly, there is a positive association found between teacher motivation for achievement and situational leadership, indicating that adaptive leadership approaches may be effective in promoting teacher motivation. Building on these results, the authors propose that principals participate in focused training programs to improve their comprehension and application of situational leadership, with a focus on the directive leadership style's ability to offer unambiguous direction and assistance. By illuminating the complex relationship between situational leadership and teacher motivation in the Amman educational context, this study adds to the body of previous work.

In the domain of education, effective leadership is essential to determine the standard of instruction and learning opportunities offered by public schools. But the dynamics of leadership in these establishments are complex and impacted by a range of

elements, such as modern leadership methods and theories. Even though leadership is important in education, there is still a lack of knowledge on how various leadership philosophies, such as Situational Leadership Theory (SLT), relate to and influence modern leadership practices in public schools. In order to increase leadership effectiveness and better teaching techniques in public school settings, it is imperative that the dynamics of leadership be studied and compared, with a particular focus on the junction between SLT and modern leadership practices.

### **Material and Methods**

This qualitative study uses an exploratory and descriptive methodology to look at different leadership philosophies in a particular setting. The approach entails systematic observation, evaluation, and interpretation of various leadership styles demonstrated in the context under observation. The primary methods of gathering data are observation and reflection, which enables a thorough analysis of leadership behaviors and practices as they occur in the moment. Important facets of any leadership style, including as decision-making procedures, communication styles, and interactions with subordinates, are noted during the observation phase.

### **Sample Population**

The study's sample population consists of Government Girls Higher Secondary School pupils enrolled in the 10<sup>th</sup> grade. This group represents a wide range of origins, experiences, and academic ability within a public education system.

### **Discussion and Results**

#### **Situational Leadership Theory**

Situational theory, also referred to as Leadership Life Cycle Theory, is a leadership approach that emphasizes the importance of leaders adapting their style to match the unique needs and characteristics of each situation or context (Khattak et al., 2023). Developed by Dr. Paul Hersey and Kenneth Blanchard (1969), this theory is based on Reddin's (1967) 3 D management style theory. This is the most used leadership approach adopted by many organizations across the globe.

This theory recognizes that there is no one-size-fits-all approach to leadership and that effective leaders are those who can assess the situation and adjust their leadership style according to the employees' needs. It means that different situations require different leadership styles. For example, in a crisis situation where quick decisions and clear instructions are needed, a more directive leadership style is appropriate. On the other hand, in a situation where team members are highly skilled and motivated, a more participative leadership style may be more effective. Leaders may choose their style according to situation and need of subordinates and according to the competence level and commitment of the followers. It is necessary for the situational leaders to determine the maturity level of the workers and adapt their style according to the situation to reduce pressure of work on them and make the task easy and adaptable for worker (Bashir et.al 2022). By understanding and applying the principles of situational theory, leaders can enhance their influence, improve their decision-making skills, and ultimately drive better results for their teams or organizations.

The situational leader is responsible for the overall effectiveness and the comprehensive evaluation of all aspects of educational activities in relation to teachers, workers, students, curriculum, educational level, school environment, schools' relationship with society. He acknowledges different leadership trends according to the readiness level

of the members of the school community, including the directive and persuasive trends. (Zohair et. al. 2021).

The theory proposes that leaders should adjust their level of direction and support based on the following factors:

- Follower readiness/ development /maturity: The ability/competence and willingness/commitment of team members to take responsibility of their work
- Task complexity: The nature of difficulty and scope of the task at hand
- Leader-member relationship: The level of trust, communication and rapport between the leader and team members

The right leadership style depends very much on the level of readiness/development formerly known as maturity level of the person being led-the follower. Hersey and Blanchard (1988) describe readiness as:

*The extent to which a follower has the ability and willingness to accomplish a specific task... readiness is not a personal characteristic; it is not an evaluation of a person's traits, values, age, and so on. Readiness is how ready a person is to perform a particular task.*

The readiness/development/ maturity of the people in this regard is the ability/competence and willingness/commitment of the people responsible for the task. In accordance with that the level of maturity consists of two dimensions, namely job maturity (maturity of work) and psychological maturity (maturity of soul). Maturity of work deals with ability, competence, knowledge and skills required for the task while maturity of the soul is related to willingness, commitment, motivation and confidence of the follower. Further, the development level of the people can be divided into four levels:

- **Low development level (R1):** Characteristics: low competence-low commitment; incapable and unwilling or unstable. Team members at this level require close supervision and direction.
- **Low to intermediate development level (R2)** Characteristics: low competence-high commitment; some ability but motivated or confident. Team members at this level need guidance, support and encouragement.
- **Intermediate to high development level (R3):** Characteristics: high competence-low commitment; able but unwilling or unsteady. Members require persuasion, motivation and recognition during times of uncertainty.
- **High development level (R4):** Characteristics: high competence-high commitment; capable and motivated. Team members at this level are self-motivated and require minimal supervision and support.

Based on development level of subordinates with proper combination of task structure in association with the behaviour of leaders in moving subordinates, Paul Hersey and Kenneth Hartley Blanchard formulated four effective leadership styles.



**Figure 1: Situational Leadership**

**S 1: Directing style: High directive- low supportive.** This style exhibits a one-way relationship. The leader instructs subordinates on what, how, when and where to do a particular task. He also gives clear and specific briefings. This style corresponds to a low level of development as people feel unable or unwilling to carry out a task. Followers miss the mark on information and abilities with regards to playing out a particular task. The leader closely supervises the task till accomplishment without any concern to the relationship.

**S 2: Coaching style: High directive - high supportive.** Marked with high task behavior and high relationships, this style involves both direction and support. Leaders give a lot of direction and provide support in decisions through two-way communication. They explain decisions, provide rationale, and solicit suggestions. This style corresponds to the low to moderate development level where people have some competence but high commitment. They have some knowledge and skill but are highly motivated to work according to skills. They have fostered abilities to some extent yet are frequently baffled due to neglected assumptions. In this situation, leaders tell people what to do and how to do keeping their socio-emotional needs.

**S 3: Supporting style: High supportive -low directive.** This leadership style is more relationship oriented. Through his encouraging behaviour, a leader leads followers to accomplish goals. Collaborating with employees, he shares decision making with them. This style corresponds to the level of maturity from medium to high. People at this level of development have the skills but do not want to perform a task due to the lack of confidence in the abilities they possess. They go through a sort of self-uncertainty, addressing in the event that they can play out the assignment all alone. Their responsibility varies among fervor and weakness. Devotees have fostered a fair degree of information and abilities however the inspiration level is changing. In this situation, the leader facilitates decision-making and problem-solving while followers take more responsibility.

**S 4: Delegating style: Low supportive -low directive.** This leadership style indicates low supportive and low directive behavior. This may be due to the leader's assumption that subordinates have a high level of development both in both in terms of competence and commitment. People are able and willing or have the confidence to assume responsibility so this style gives little direction. The leader shares responsibilities with the workers to make them involved more and more. This style restricts unnecessary interruption of leader. With appropriate help an individual can ultimately turns into an independent achiever who shows an elevated degree of ability and responsibility. In this style, the leader provides minimal guidance and support, allowing followers to make their own decisions and take ownership of tasks.

By understanding the four leadership styles and the four development levels, a leader can analyze his team and choose the path that best suits them and the jobs he wants them to do. The most popular leadership style focuses on the leader, his personality and interests. Leadership is a unique situation because it revolves around the employee or the team. Situational leadership knows the members' timing and determines their level of development before deciding which leadership style to adopt. It is a dynamic approach that recognizes that different situations call for different leadership behaviors.

### **Analysis of Contemporary Leadership Practices**

The observation based analysis is conducted within the public school setting, focusing on the leadership style of the principal and the teaching approaches employed by teachers. The process of observation involved immersing oneself within the school environment, keenly observing interactions between school administrators, teachers, and students, and documenting patterns of behavior and decision-making.

**Observed teaching style:** Under the influence of all above factors, it was identified that the teaching approach used by teachers was the use of the "grammar translation method" (GTM). The disadvantages of the grammar translation method (GTM) were clearly observed in an autocratic leadership setting. The emphasis on rote memory, text translation, and less student interaction that characterizes grammar translation method has impeded students' development of critical thinking and language abilities. Teachers who work in authoritarian environments that restrict creativity and innovation may rely largely on traditional methods like GTM because they feel discouraged from experimenting with different approaches to teaching. This exacerbates the detrimental impacts of authoritarian leadership on academic results by continuing a cycle of low student involvement and memorization. Furthermore, teachers under autocratic leadership were not be able to modify their pedagogical approaches to accommodate the different demands of their students due to a lack of autonomy and feedback. This could result in a one-size-fits-all approach that is unsuitable for fostering meaningful learning experiences.

Autocratic leadership style was observed in the decision-making process and overall management approach of the principal. By adopting this style, the principal exhibited characteristics such as centralized decision-making, limited input from teachers and students in school governance, and a hierarchical approach to authority. These observations include such instances where the principal made unilateral decisions without consulting teachers or students, exerted control over school policies and procedures, and maintained a strict adherence to authority and hierarchy within the school structure.

### **Demerits of Autocratic Leadership**

The various other demerits of autocratic leadership were also reflected in this educational setting.

**Limited Innovation and Creativity:** Under an autocratic leadership style, the team member's opinions and proposals rarely took into consideration while making decisions. Because they felt underpowered and afraid to take chances or share new ideas, employees might be discouraged from being creative and innovative within the organization.

**Low Motivation and Morale:** Autocratic leader (principal) frequently imposed strict control over their teams, which caused workers to feel disengaged, unmotivated, and demoralized. Teachers were less likely to feel driven to give their best efforts when they believe that their contributions and ideas were not regarded.

**Conflict and Resistance:** When team members perceived they are being oppressed or undervalued, autocratic leadership lead to animosity and resistance. This may result in strained relationships between coworkers, a breakdown in internal communication, and ultimately lower output and performance.

**Dependency on the Leader:** Under an authoritarian leadership style, teachers could grow unduly dependent on the leader for problem-solving and decision-making. This reliance may impede both personal and organizational development as well as the latter's capacity to take advantage of emerging possibilities or adjust to shifting conditions.

**Inflexibility:** The principal was unwilling to explore other ideas or be opposed to change, which caused rigidity and inflexibility inside the company. This can be especially troublesome in hectic, dynamic settings where success depends on flexibility.

Through a thorough documentation of these observations, the analysis seeks to shed light on the dominant leadership and instructional strategies used in public school environments, emphasizing the impact of autocratic leadership on pedagogical approaches and its possible relationship to student learning outcomes. The study uses a qualitative methodology in an effort to identify underlying trends and patterns that could contribute to conversations about how well leadership and instructional strategies support the development of students.

On the other hand, there are many characteristics of situational leadership theory.

### **Strengths of Situational Leadership Theory**

The success or failure of a school in displaying teacher's professionalism satisfactorily depends a lot on the quality of the leadership style used by the principal and the teacher's performance. It directly influences the teacher's performance and teacher's profession. The improvement of teacher's professionalism is supported by the skills and performance of the teacher himself who is inseparable from the situational leadership behavior of the principal. A good headmaster always pays attention to the knowledge of teacher's skills in his work, because teacher's performance is the responsibility of the principal.

Situational Leadership Theory (SLT) has numerous strengths that make it a valuable framework for understanding and managing leadership effectively:

1. **Flexible and adaptable:** One of the major strengths of SLT is its flexibility and adaptability. It recognizes that leadership effectiveness depends on the situation, therefore, leaders must be flexible in their approach. By understanding the needs and readiness levels of their followers, they can change their style. This flexibility allows leaders to tailor their behaviours to match the needs of their team members, thereby enhancing effectiveness.



2. **Skill development:** SLT lays emphasis on developing the skills and abilities of followers. By matching leadership styles to the readiness levels of followers, leaders can provide the appropriate level of support and direction needed for their development. This focus on development can lead to increased employee's satisfaction, motivation, and performance and fosters a supportive environment that promotes growth and achievement.
3. **Practicable:** It puts forward a practical framework that leaders can easily employ in their day-to-day interactions. The simplicity of the model makes it accessible to leaders at all levels of an organization, allowing them to diagnose situations and adjust their leadership style accordingly. This practicality enables also enables them to quickly assess situations and adjust their leadership approach accordingly.
4. **Clear communication:** It encourages clear communication between leaders and followers. By providing specific direction and support based on the readiness levels of followers, leaders can ensure that their expectations are met and goals pursued. This clarity can enhance productivity and reduce misunderstandings within teams.
5. **Leader's empowerment:** It helps leaders make better decisions by guiding them to consider the readiness levels of their followers when determining the most appropriate course of action. By matching their leadership style to the situation, leaders can increase the likelihood of achieving desired outcomes and minimizing potential risks. Moreover, it helps the leaders themselves develop their skills becoming versatile in approach.
6. **Team building:** SLT emphasizes the importance of building effective teams by tailoring leadership behaviors according to the individual needs. By understanding and responding to the unique strengths and challenges of each team member, leaders can foster a collaborative and supportive environment conducive to high performance.
7. **Efficacy:** Empirical studies have provided support for the effectiveness of Situational Leadership Theory in various organizational contexts. The findings have indicated positive outcomes in terms of follower satisfaction, performance, and organizational effectiveness when leaders apply the principles of the theory appropriately.
8. **Widely applicable:** Last but not least, SLT Can be applied in various settings, including business, education, healthcare, corporate sector etc. making it widely applicable theory.

Overall, by leveraging these strengths, leaders can enhance their ability to lead effectively in a variety of situations.

### **Proposed Action Plan for the Suitable Leadership Style**

After observing and reflecting on the autocratic leadership style employed by the principal, it became clear that all these issues were preventing the school from moving forward. Lack of creativity, low teacher motivation, more conflict and resistance, reliance on the leader for decision-making, and general rigidity in the school's culture were all consequences of the authoritarian approach. Applying a situational leadership approach can be advantageous to handle these issues. This method places a strong emphasis on adapting leadership techniques to the unique requirements and preparedness levels of each instructor and staff. Teachers' motivation, creativity, and general satisfaction with their job can all be improved by situational leadership, which promotes increased autonomy, transparent communication, and teamwork. Furthermore, it facilitates a decision-making

process that is more adaptable and fluid, allowing the school to efficiently adjust to changing conditions and foster a continuous improvement culture.

This action plan will be implemented in Government Girls Higher Secondary School where the school principal as a leader applies situational leadership to support the teachers and students throughout the academic year.

**Table 1**  
**Implementation of the Action Plan**

<b>Institution</b>	High School
<b>Level</b>	Grade X
<b>Duration</b>	1 Academic Year
<b>Course Weeks</b>	40
<b>Teaching Weeks</b>	32
<b>Assess/Exam Weeks</b>	8
<b>Leader</b>	School Principal
<b>Follower</b>	Teachers/Students
<b>Target</b>	Achievement of minimum A Grade in the board examination

In this scenario, the school leader adopts directive style in the beginning of the session followed by coaching style. Later, as per needs of the followers, he shifts to supporting style followed by delegating style that continues till the accomplishment of the task. In this way, the whole activity is divided into different phases.

The whole span of 1 year is divided into 4 phases. Each phase will be completed within the duration of 3 months. In these phases, different types of competencies, students' progress and teacher's role in shaping the personalities of students will be monitored by the principal. It demonstrates how the principal adapts their leadership style to meet the changing needs of teachers and students throughout the school year, supporting academic achievement and growth.

The four phases being carried out during this model will be checked and balanced throughout the period by the leader i.e., the principal of the institute. There will be a continuous assessment of both the teachers and the students from the leader's end to ensure the flow and the effectiveness of the proposed model. The leader will also make sure of being approachable by the team to communicate the concerns and even suggestions for the improvements in the plan. Therefore, both the students and the teachers will be empowered to innovate and excel while acknowledging their roles to transform the results by the end of the term. In such way, the principal (leader) will adjust his leadership style to reflect the needs of students.

## Conclusion

In this study, the leadership practices observed were identified with autocratic leadership style that follows a rigid approach. It is marked with authoritarian style. Leadership does not involve the use of force, coercion or domination and is not necessarily implied by the use of such titles as manager, supervisor or principal. It is distinct from 'supervision' of what might be termed 'headship'. The manner, in which an educational institution is run, is reflected primarily in the style of leadership provided by its head. The human side indicates that the educational leaders need to emphasize the human dimension in the managerial role. There should be high premium on personal values and cultural change. The school heads need to display value-led approach and must not be confined to narrow, rational or task oriented approach only.

This study concludes that the situational leadership style is suitable to be applied in educational sector as it accommodates the school leaders to change their strategy based on the current situation. Through the application of situational leadership style, the school heads can maintain effective communication with teachers to ensure solid teamwork. They can get the task done reviewing the capacities and needs of the students, developing an action plan that accommodates the academic targets and finally reaching out to the implementation to support the action plan. Quality education depends upon how schools are managed and ultimately influenced by quality of leadership. This calls to shift from the “policy-mechanic” paradigm towards a “classroom -culturalist” model.

### **Recommendations**

It is crucial to give school administrators and principals training and professional development opportunities to improve their comprehension of different perspectives on leadership, especially situational leadership, and how to apply it in educational settings. Workshops, seminars, and regular coaching sessions focused on advancing teamwork, cultivating leadership qualities, and encouraging a more inclusive decision-making process can be a component of this. Furthermore, in order to enable instructors and staff to effectively contribute their ideas and knowledge, it is imperative to establish a supportive organizational culture that values open communication, creativity, and innovation. Fostering a shared leadership strategy that divides decision-making amongst parents, teachers, and students can also aid in increasing accountability and trust within the school community. Moreover, policymakers are supposed to prioritize the development of policies that encourage the adoption of collaborative and empowering leadership styles. This can be achieved by funding leadership training programs, offering incentives to schools that display effective leadership practices, and establishing guidelines for evaluating school leaders rigorously. By putting these suggestions into practice, public schools may provide an environment that is favorable to developing effective leadership and improved student results.

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