SITUATIONAL LEADERSHIP OF SCHOOL HEADS REGARDING COACHING STYLE: COMPARATIVE ANALYSIS OF PUBLIC AND PRIVATE SCHOOL

Muhammad Ayaz, Ph.D. Scholar, Institute of Education & Research, Gomal University, D.I.Khan.
Dr. Malik Amer Atta, Assistant Professor, Institute of Education & Research, Gomal University, D.I.Khan.
Bushra Salaha-Ud-Din, Lecturer I.E. R, Gomal University, D.I. Khan.
Mirza Khan, PhD Scholar, Institute of Education & Research, Gomal University, D.I.Khan.

Abstract- School leadership plays a significant role in enhancing students' achievement and making the teaching-learning process more effective at school. The school head stimulates the whole efforts and development of the school including educational environment, infrastructure, modern technology, finance, boosting teachers' morale, and root out chaos and confusion from school life. This study aims to compare the perceptions of school principals and teachers regarding leadership roles in the Southern District of KP. A self-constructed questionnaire consisted of 10 items was distributed among Private school male Heads 48 and Female Heads 20 and Public School male Head 137 and Female Heads 71 was identify as a sample of the study. A significant difference was found between the perceptions of school principals and teachers regarding leadership roles. No significant difference was found between the perceptions of male and female principals regarding leadership roles. It was recommended that pre and in-service pieces of training, seminars, and workshops could be worth mention strategies to enhance the leadership and managerial skills of the secondary school principals to act as motivator, negotiator, consultant, knowledge distributor, strategic planner, evaluator, and sociable.

Keywords: School heads, Leadership Roles, Gender, leadership Skills, KP (Khyber Pakhtunkhwa)

I. INTRODUCTION

Nowadays leadership is an important area which is touching all movements of groups, cultures, and societies. As new ideas causing birth to different leadership styles and every new style gave new ideas organization and its staff. Leadership study was of great care and for many decoys and many new leadership theories was since raised (Chin, 2015) (Marshall, 2016). As Hughes and Ginnett (2008) State that in any organization Leadership play its important role.

In his article by Blanchard (2001) stated that operational leadership is going to motivate employees and active their positive thinking which will ultimate help them to achieve their pre-stated. School heads must adjust their leadership style according to the employee skill level.

As Hersey (2001) situational leadership also state that the vision of heads must be flexible, its flexibility level also depends upon the situation. As situational leadership also say that Heads must also be flexible and the variation of the flexibility of the employee depends upon the environment and situation of the school or organization and in coaching style it also tell how to uplift the readiness level of the employee. It is also mostly an educational leadership form. Situational leaders play a supportive role to subordinates in a coaching leadership style; they inspire and want to instill trust in subordinates such that they eventually become stronger, more effective, more profitable employees. Leaders want to reassure subordinates that they will be able to do the job successfully in the future. As we took one variable of situational leadership that is coaching. As coaching leadership style is the second in line. Coaching is where a supervisor continues to work with colleagues who are not sufficiently qualified to perform their work and are unable to complete their work entirely on their own. They do need some guidance, as well as support and motivation, to develop their trust and competence. A coaching leadership style is distinguished by open contact networks, strong listeners, and flexibility in measuring job results.
Hersey (2009), using this principle, heads would be extra successful as they communicate what is the desired of their supervise so to receive and bring improvement in their personal motivations. Shared leadership also known as Distributed leadership, mutual leadership, team leadership, or democratic leadership, is more concerned with leadership experience rather than leaders, their positions, duties, or habits, (Spillane, 2005).

Creswell (2009), the literature both supports and criticizes dispersed leadership: some researchers argue that leadership is often spread in some form within an institution, while others argue that distributed

leadership is something that school staff may expect more of and policymakers can encourage. Motivational theories are classified into two types: material theories and process theories. Content theories are concerned with defining basic stimuli that inspire individuals, while process theories are concerned with the process by which motivational factors work to generate motivation (Lunenburg & Ornstein, 2004). Leadership style is made up of three components: characteristics, abilities, and attitudes that leaders use while interacting with workers (Lussier & Achua, 2004)

Coaching leadership is most successful in one-on-one scenarios. Effective coaching leaders will not only advise their subordinates on how to develop and mature as employees, but they will also explain how the subordinate's goals are related to the broader strategic goals of the organization and their organizational entities as a whole. The coaching leadership style is ideally matched when subordinates are highly motivated and take the opportunity to expand their skills to do their jobs better.

II. PROBLEM STATEMENT

The school principal is an academic leader and plays a significant role in school effectiveness. He/she plans the whole administrative as well as academic activities to achieve the desired objectives. Such kinds of objects cannot be achieved without the excellent performance of teachers. School principal uses different leadership styles to get maximum output particularly in terms of student academic achievement. The leadership styles of principals play a dynamic role in teacher performance. There are many factors which influence on the employee performance and student academic achievement but research evidence shows that leadership style and behavior of schools head are considered key factors here. The present study will focus on the *"Situational leadership of heads in public and private secondary schools; a gender-based comparative study".*

Objectives of the study
1. To examine the leadership styles of school heads working in the private and public sector in southern districts of KP.
2. To know the difference in situational leadership lies between the Government and Private sector schools at the secondary level in respect of coaching.

Research Hypotheses
1. There is no significant difference lies between the Public and Private sector schools at the secondary level in respect of coaching.
2. No significant difference in the Coaching style of leadership between public and private secondary schools in perspective of gender

III. RESEARCH METHODOLOGY

The study is descriptive. This type of study is focused on examining the current condition i.e. situational leadership of Public and private school heads in public and private secondary schools, a gender-based comparative study. In this research six district, Karak, Kohat, Bannu, Lakki, Dera Ismail Khan, and a tank of the population were used to check the relationship of variable and data. In public school, 319 male heads and female 177 and private school Heads male are 80 female heads are 44.we take the sample size of the study was (n=620) by applying the Krejcie and Morgan (1967) table of sample size, Public school male heads are 137 and public school female heads are 71 in the private school male heads are 48 and female heads are 20, the researcher was distributing the questionnaire as tools respondent heads 48 male and 20 female in which 276 questionnaires were collected which 83% of the total. A self-made research 5 Likert style Questionnaire is used collect the data after going through existing literature only one variable coaching was selected what have 18 items and we limited it to 10 items which include questions regarding Maintain syllabus of a classroom, completion of courses, academic calendar, availability of audiovisual aids, school hall for different activities, parents-teachers meeting, staff to communicate their responsibilities, strategic mission of school with teachers, Provide full coaching to new hires teacher, Closely monitor my employees to ensure if they need coaching. The data collection tool was validated through a pilot study and Index of item Objective Congruence (IOC) while reliability was measured through Cronbach's Alpha through SPSS (Version, 26). Data were arranged in a table and mean, variance, standard deviation, and t-statistic were used to analyze the data.

Figure: 1   **Theoretical Framework situational leadership and coaching style**
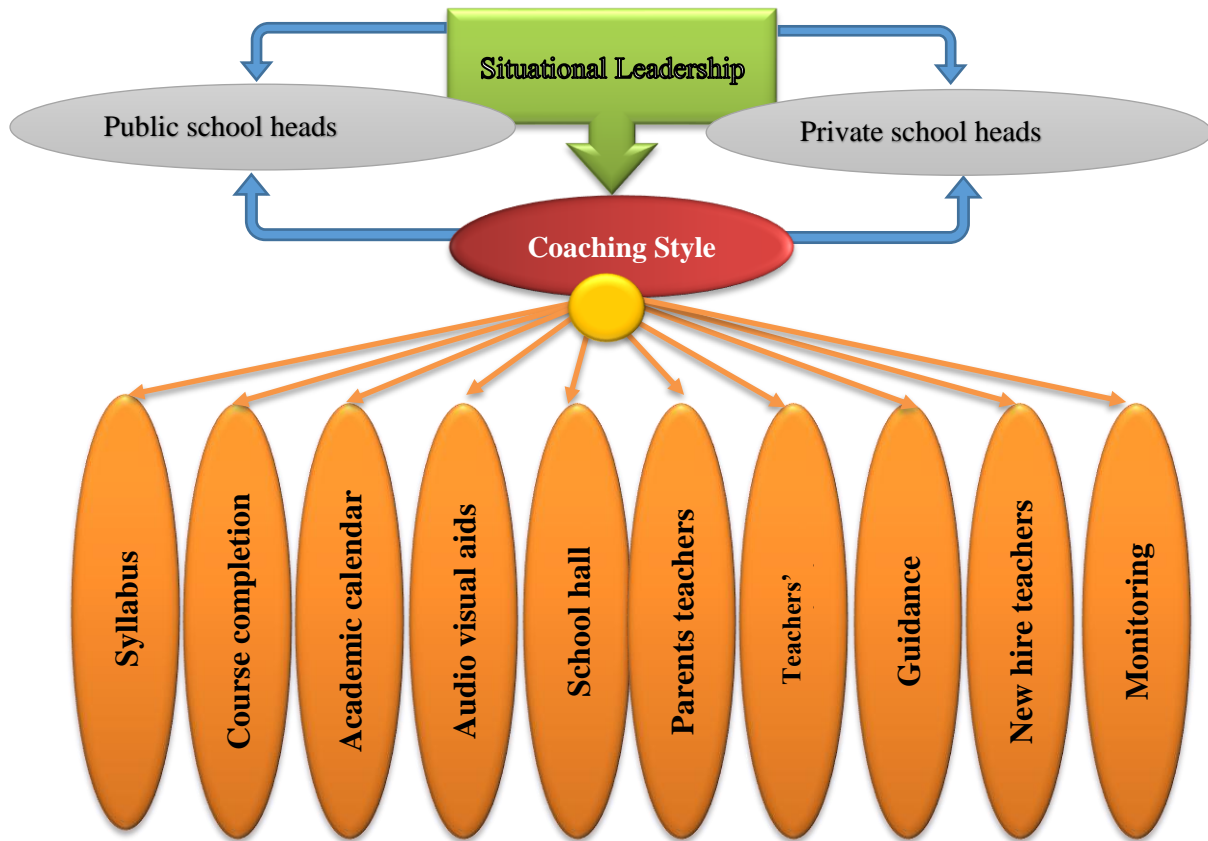
IV.   RESULTS

Table# 4.1:   **Respondents Response Rate**

Distribution Of Questionnaire			
Respondents	**Issued Questionnaire**	**Returned Questionnaire**	**% of Return Rate**
Public Male Heads	137	113	82.46
Public Female Heads	71	59	83.09
Private Male Heads	48	40	83.33
Private Female Heads	20	16	82
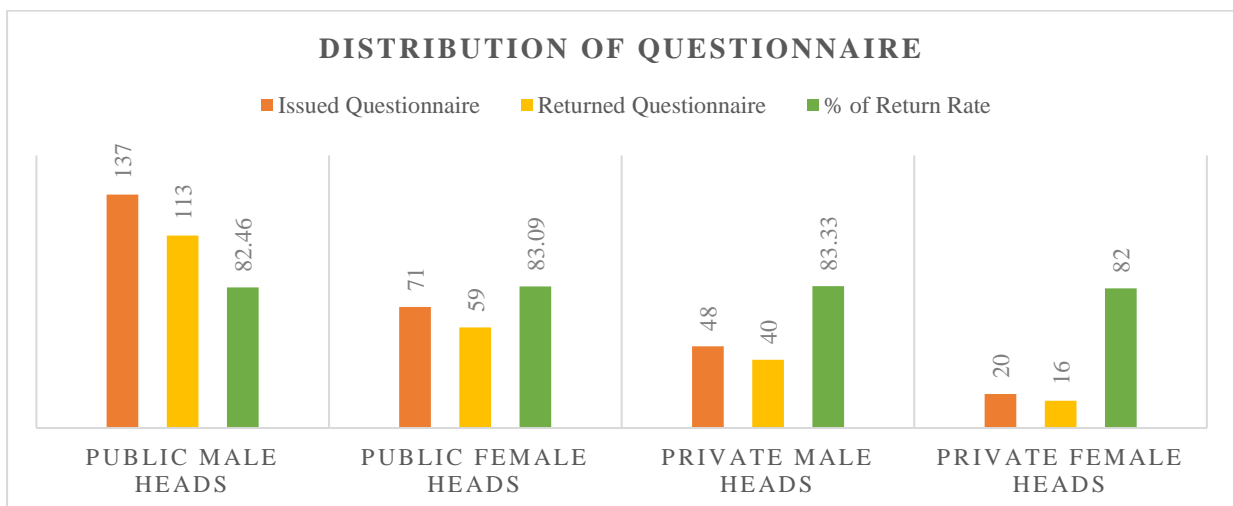
Table #4.2: Descriptive result

Demographic Attributes		Total	%
School Type	**Public**	**172**	**75%**
	Private	**56**	**25%**
Sex	**Male**	**153**	**67%**
	Female	**75**	**33%**
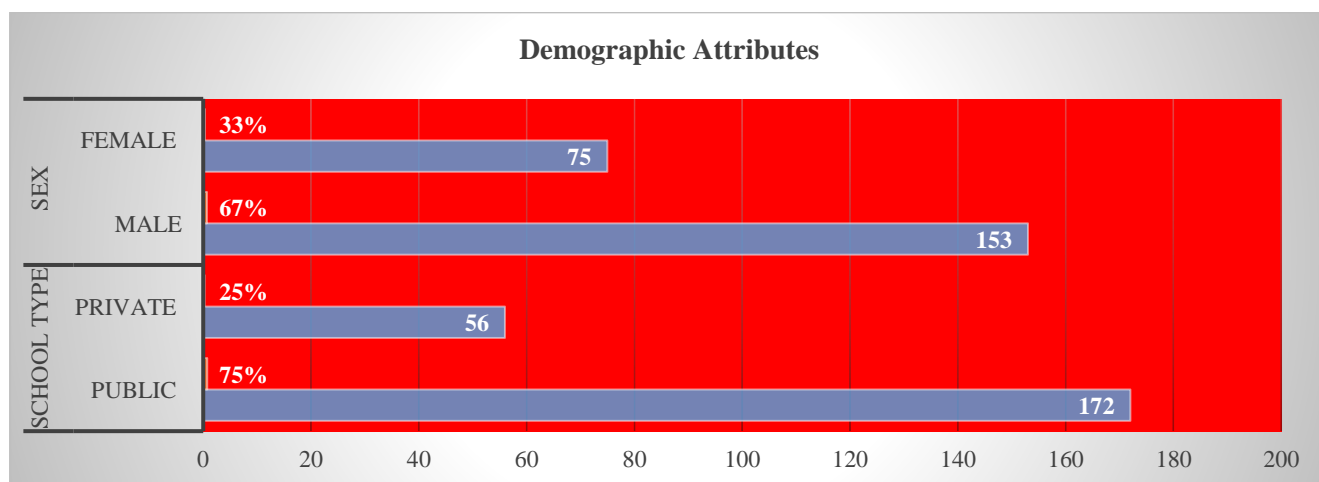
ANALYSIS AND INTERPRETATION

Table #4.3:   Item Wise Descriptive Statistics

S#	Provide coaching	Public/Private Heads	Mean	S.D	C.V	t-Calculated	t-tabulated	P-value
1.	To Maintain syllabus of class room	Public	2.74	1.19	43.43	-7.06	±1.96	0.000
		Private	4.04	1.17	28.98			
2.	For the completion of courses	Public	2.80	1.40	50	-5.77	±1.96	0.000
		Private	4.02	1.27	31.59			
3.	On academic calendar	Public	2.77	1.16	42.05	-7.18	±1.96	0.000
		Private	4.05	1.13	27.9			
4.	availability of audio visual aids i.e. charts, models, white/black boards	Public	2.74	1.18	43.06	-7.27	±1.96	0.000
		Private	4.05	1.13	27.9			
5.	On Use of school hall for different activities	Public	2.90	1.40	28.27	-5.622	±1.96	0.000
		Private	4.07	1.20	29.48			
6.	For parents teachers meeting	Public	2.90	1.40	48.27	-5.62	±1.96	0.000
		Private	4.07	1.20	29.48			
7.	clear communicate teachers their responsibilities	Public	2.81	1.19	42.43	-6.87	±1.96	0.000
		Private	4.05	1.13	27.9			
8.	Give guidance to my employees on what has to be done and how to do it	Public	2.81	1.17	41.63	-6.43	±1.96	0.000
		Private	3.96	1.15	29.04			
9.	Provide full coaching to new hires teacher	Public	3.08	1.33	43.18	-6.38	±1.96	0.000
		Private	4.36	1.18	27.06			
10	Closely monitor my employees to ensure if they need coaching	Public	2.93	1.34	45.73	-6.39	±1.96	0.000
		Private	4.20	1.08	25.71			

Table 4.3 shows an item-wise analysis of the perception of stakeholders i.e. public and private who are stakeholders. The mean value of the responses given by the Public and Private vary between 2.74 and 4.36. The range of Mean value is 1-5 and the mean value of Private school Heads is greater than public school Heads which indicates Private school Heads show consistent behavior in coaching style as compared to the

public sector. The value of the Coefficient of variance of both respondents' i.e. Public school Heads and Private school Heads vary between 25.71 and 48.27. Since the P-value of the responses of both the respondents is 0.000 which is less than 0.05 and the value of t-calculated for each item in the table fall in the rejection region of t-tabulated i.e. (±1.96), thus it shows rejection of H_0 and there is significant difference lies between the Government and Private sector schools at secondary level in respect of coaching.
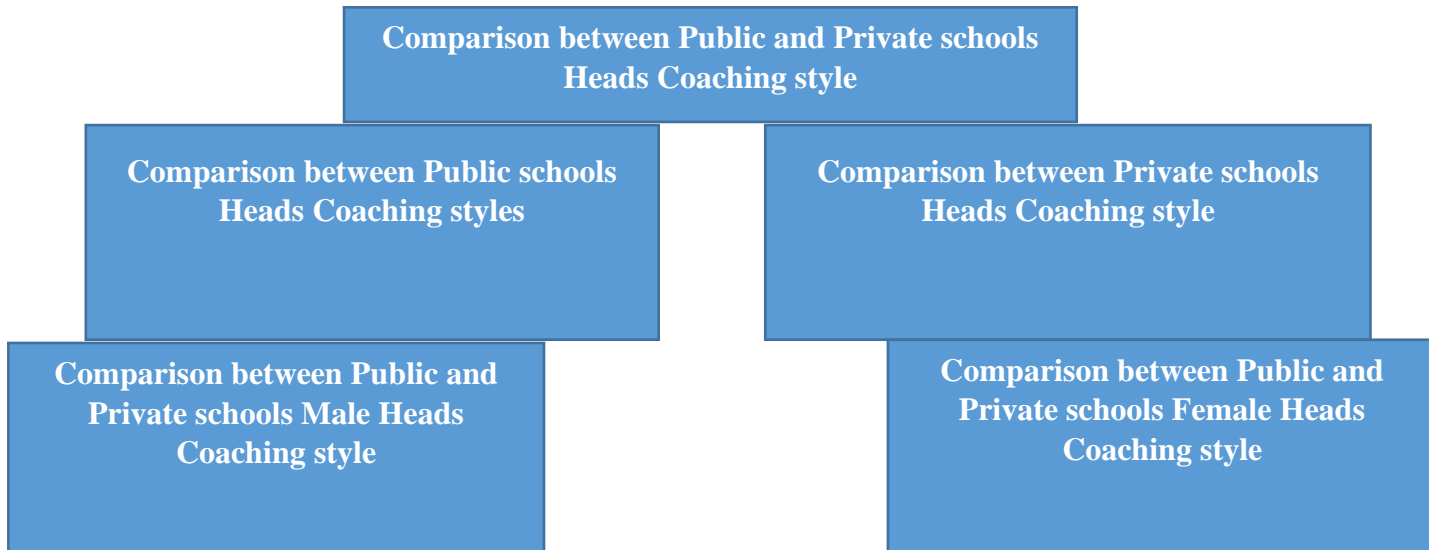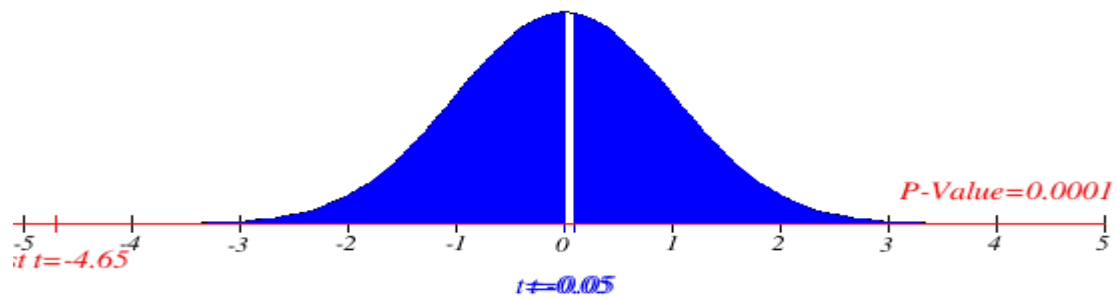

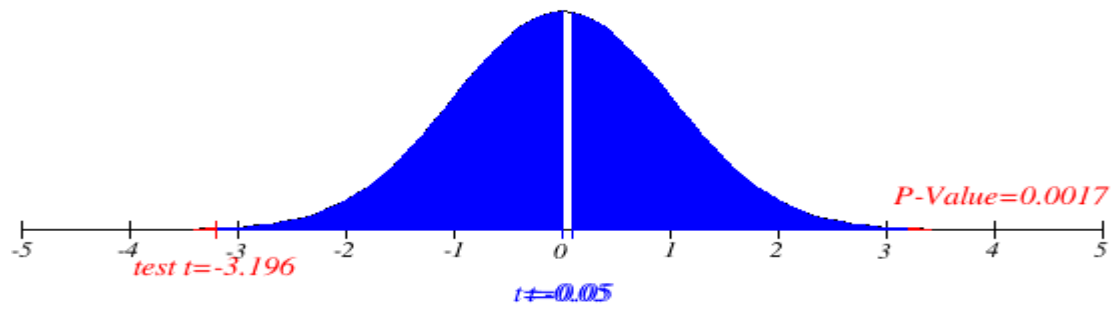**Table #4.4 comparison Between Public and Private schools principal Coaching style**

Variable	Public			Private			t-score	Sig
	n	Mean	S.D	n	Mean	S D		
Coaching	172	2.908	.801	56	3.516	.981	-4.65	.000

Description: Table 4.4 shows that t=-4.65, p=0.0001 is less than 0.05, indicating a significant difference between the two sectors. In the south region of KP, It was found that the Private school Heads coaching style was more effective than Public Schools Heads coaching style. Therefore it was founded that the Private sector is performing better than the Public sector.

**Table#4.5: comparison Between Public and Private schools male principal Coaching style**

Variable	Public			Private			t-score	Sig
	n	Mean	S.D	n	Mean	S.D		
Coaching	113	2.818	.79671	40	3.3025	.895	-3.196	.002

Description: Table 4.5 shows that t=-3.196, p=0.002 is less than 0.05, indicating a significant difference between the public and private school heads. In the south region of KP, It was found that Private school Male Head's coaching style was more effective than Public Schools Male Heads. Therefore it has resulted that Private sector Male is performing better than Public sector Male.

Table#4.6: comparison Between Public and Private schools Female principal Coaching style

Variable	Public			Private			t-score	Sig
	n	Mean	S.D	n	Mean	S.D		
Coaching	59	4.0500	1.01784	16	3.0797	.78494	-4.108	.000
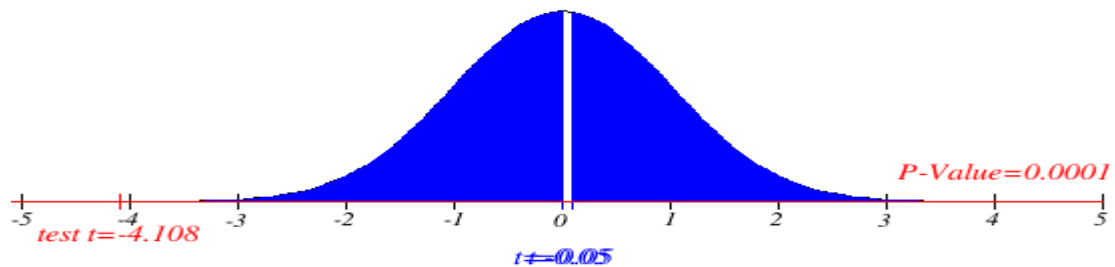
Description: Table 4.6 shows that t=-4.108, p=0.0001 is less than 0.05, indicating a significant difference between the two-sector Female school Heads. In the south region of KP, It was found that Public school Female Heads' coaching style was more effective than Private Schools Female Heads. Therefore it resulted that Public sector Females are performing better than Private sector Females.

V. DISCUSSION

The current study attempts to compare the current coaching style of a public and private school at the secondary level. In Pakistan, there are two parallel sectors with similar objectives providing education to children i.e. Public and private sectors.

The result of the study shows that there is a significant difference in the coaching style of public and private school principals at the secondary level. The result of the current study is in line with Waqar and Siddiqui (2008). They found that principals of private schools show consistent behavior as compared to the public sector. The principal of private school emphasize the implantation of the school calendar to achieve learning outcomes but the principle of public schools less focus on the academic calendar.

VI. CONCLUSION AND RECOMMENDATION

As mention earlier, there are two main sectors providing education to children in Pakistan i.e. public and private. The main focus of the current study is to compare the coaching style of public and private school heads working in Khyber Pakhtunkhwa. Indeed school heads are academic leaders and play a significant role in the success of school the study concluded that the heads of the private school performed well as compared to the head of public school.

The heads of public performing better than heads of private schools in perspective of Maintain syllabus of the class room, completion of courses, academic calendar, availability of audiovisual aids, school hall for different activities, parents-teachers meeting, staff to clearly communicate their responsibilities, the

strategic mission of school with teachers, Provide full coaching to new hires teacher, Closely monitor the employees to ensure if they need coaching. As for as, the performance of female principals are a concern, the study concluded that the coaching style of female heads working in public schools is for better than female principals working in private schools.

The reason behind principal working in public school are qualified, experienced and excellent managerial skills whereas private school female heads have low steam and low job satisfaction Ali Tatar (2020) which negatively effect on their coaching style.

The study recommended that public-private partnerships may be established to enhance the coaching style working in both sectors. The study also recommended that the Government of Khyber Pakhtunkhwa arrange training to enhance the leadership skill of public school heads.

As public school heads are well qualified and well trained than private school heads but they are reluctant to implement the coaching style of situational leadership in schools.

REFERENCES

1. Blanchard, & Hersey. (2001). Transforming Leadership: Matching Diagnostics to Leaders Behaviours. The Journal of Leadership studies, 08(01), 49-59.
2. Chin, R. J. (2015). Examing teamwork and leadership in the field of Public administration, leadership, and management. Team Performance Management: An international Journal, 21(3), 199-216
3. Creswell, J. W. (2009) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage Publications.
4. Day, C. (2009) Practitioner Action Research: Building and sustaining success through networked learning communities. In: B. Somekh, International Handbook of Education Action Research. Sage Publications: London and Thousand Oaks CA.
5. Epstein, J. L. (2004) Creating School, Family, and Community Partnerships. In: A.C. Ornstein, L.S. Behar-Horenstein and E.F. Pajak, Contemporary Issues in Curriculum (3rd Ed.). Boston: Allyn & Bacon.
6. Hughes, Curphy, & Ginnett. (2008). Transformational Leadership: The impact on organizational and Personal outcomes. Emerging Leadership journal, 01(01), 4-24.
7. Leithwood, K., Harris, A. and Hopkins, D. (2008) Seven strong claims about successful school leadership. School Leadership and Management, 28(1), pp. 27-42.
8. Levacic, R. (2005) Educational leadership as a causal factor: methodological issues in research on leadership effects. Educational Management, Administration and Leadership, 33(2), pp. 197-210.
9. Marshall, G. (2016). Leaders Make Values Visible. Situational leadership and its effectiveness in rising employee productivity: A study on North Lebanon organization. Human Resource Management Research, 7(3), 102-110.
10. Stein, M. K. and Spillane, J. (2005) What can researchers on educational leadership learn from research on teaching? Building a bridge. In: W.A. Firestone and C. Riehl (Eds), A new agenda for research in educational leadership. New York: Teachers College Press
11. Waqar, S. H., & Siddiqui, k. (2008). A study about Leadership styles of Public and Private school Principals. Journal of Elementary Education, 18(1), 20.