A Study on Association between the Perceptions of Principals and Teachers Regarding College Principals' Leadership Style in Perspective of Situational Leadership Theory

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A R T I C L E I N F O

A B S T R A C T

The current study demonstrates: the association between the perceptions of the designations regarding college principals' leadership style in perspective of situational leadership theory. This article is quantitative in nature and ex-post-facto research design was adopted. The population was comprised of all colleges which were affiliated with the University of the Punjab in Lahore Division. Multistage sampling technique was adopted for selecting sample. Thus, the sample of the study was comprised of 74 college principals and 370 teachers on the basis of their job experience. The instrument of LBA-II Self/Other was adopted. The data was analyzed on SPSS using descriptive and inferential statistics. There was disassociation between the perceptions of the designations regarding the primary, developing and diagnosis leadership style, except the secondary leadership style where association was found between the perceptions of the designations. Whereas, there was no difference in teachers' and principals' perceived leadership styles flexibility and effectiveness.

Introduction

The responsibility of running the affairs of an institution is reliant on leaders. Individuality of these leadersand leadership styles are universally an important detriment of human success and performance. Leadership style under the field of management is more important characteristic today than before with the perpetually changing economic, social and technological environment (Ghazzawi, Shoughari, & Osta, 2017; Aunga & Masare, 2017). The leaders who desire excellent performance,on a single leadership style,they should not reliancebecause effective leadership is the solution to all the problems (Campbell, Corrbally, & Nystrand, 1983; Nampa, 2007). Hersey, Blanchard, and Johnson (2015) stated that leaders, followers and situation are three major components in a process of leadership; therefore, as compared to the trait and behavioral approaches alone, situational approaches are considered more complex in effective leadership. Educational effectiveness is based on effective leadership. In order to make the system more effective college principal is an important component of our education system.Traditionally, leaders' style of leadership is gauged by themselves; in this research, however, the leadership style of the principalsis also determined by teachers. In the current study, association between the perceptions of the designations regarding college principals' leadership style in terms of telling, selling, participating and delegating styles of leadership was investigated as per situational leadership theory by Hersey and Blanchard's (1988). In this research, an attempt was also made tofind out the difference between the perceptionsof the designations on leadership styles flexibility and style effectiveness of college principals.

Having in aspects the usefulness of the theory, a training institute has been developed at California,

USA, for training the leaders. So, in Pakistan, there is need to study the leadership style in the context of situational leadership theory. The results of these investigations would be helpful about the selection of college principals'style of leadership and the teachers in how to work and communicate to each other more effectively and it would also provide data base for future research.

Literature Review

Leaders are the persons who lead a group of people, some organization or nation. They adopt some leadership style for running the organization or nation. Varity of contemporary and traditional theories are available that are related to selection of leadership style. Humphreys & Einstein (2004) explained the term leadership broadly and generally studied as a subject and the leader's behavior explained in leadership theories through action and rationale. Aunga and Masare (2017) discussed about the educational institutions which continuously performed well inclined to effective and sound leadership. The purpose of study keeping in view vis-a-vis empirical knowledge and multidimensional conceptual about leadership approaches and theories being addressed for review of literature are trait approach, behavioral approach and situational approach. Such deliberation allows one to experience the richness of the leadership literature andto understand historical influences of current research and practice.

Trait Approach

In late 1940s, great man theory of leadership (Trait leadership theory) was most attractive because of famous notion that leaders are born not made. According to famous Scottish writer Thomas Carlyle, in 1840s, the leaders are born into monetary, social, and political factors and are developed with leadership characteristics (Barland, Kane, &Burton, 2015). Researches conducted by Chemer (2014), Chin (2015), and Marshall (2016) explained that effective leadership is associated with personal qualities and behavior of the leader. In order to view the common characteristics of the leaders many studies were conducted in late 1940s by excluding environmental factors but according to Rice & Kasterbaum (2010) no study was conducted on "single set of traits" which are related to effectiveness of leadership. It is stated by Jennings (1961) "In the production of characteristics and one personality trait the research of fifty years have failed which can be used to differentiate between the leaders and non-leaders" (p.2). Therefore, there is need to hold that trait theory because it does not rely on management, and it neglects the subordinate needs.

Behavioral Approach

A new hypothesis arose that some behavior could be correlated with more effective leaders as time progressed and that it had effects on leading research. This approach highlights what leaders do in fact. Researcherssought to learn how effective leaders are compared to ineffective behaviors and to signify the behavior that people shouldlearn. Most studies on leadership behavior preceded the groundbreaking research programs in Team Leadership at Ohio State University, the University of Michigan and Harvard Studies of Group Leadership.

There are two categories of leaders; first is concerned with production (initiating structure) and second is concerned with people (consideration). The studies conducted in Ohio State University consider the one thousands leadership behaviors described by subordinates were narrowed down which were based on effective leadership and two dimensions, the first one was of initiating structure and second one was consideration (Bass & Stogdill, 1990). Three categories of leaders' behavior were discussed under the study of Michigan, which were: task-oriented behavior, relationship-oriented behavior and participative leadership.There was minor difference in the studies conducted by Michigan University on two dimension leadership as compared to the studies conducted by Ohio States University. The task-oriented appeared close to initiating structure and relationship-oriented appeared close to consideration. According to Fleishman (1963) when leaders have capability to utilize initiating structure and consideration of the subordinates' behavior, the satisfaction level was high. According to Griffen (2002) "consideration behavior" stated that there was significant effect of subordinates' absence, on satisfaction and performance. Laboratory of Social Relations at "Harvard University" under Robert F. Bales was pursuing a rather different line of inquiry in 1947 (Kahn, 1956). In order to study social behavior the goal of this experiment was to create small groups of subjects under direct observation and laboratory conditions. There are two different leadership positions in informal work organizations to attempt solve the problem: the Work Manager and the Social Leader. The

Project Manager ensures the community involved in the work, whilst the social manager retains collective cohesion and acknowledges its significance as unique individuals that have special needs and beliefs.

Situational Approach

In order to include situational factors into theory researchers gets motivated. The studies conducted by both universities (Ohio State and Michigan) in terms of describing leadership behaviors; a more comprehensive theory is required which can explain the effective leadership according to the subordinates. Therefore, theory of situational leadership partially answers to this need. Leadership situational theory implies that effective leadership in every situation relies on different (contingent) variables. Situational regulator variables are also situational variables that improve or annul the influence of leading traits or behavior.

Situational Leadership Theory

The correlation between skills and knowledge in terms of maturity was explained with the mixer of the associative and task behavior of leaders by Hersey and Blanchard (1969) in the situational leadership theory. Hersey and Blanchard (1969) suggested four situational leadership styles. This theory proposed that there is no one singleleadership style considered the best so that maturity of subordinate seems when select the best leadership style according to situation. M1, M2, M3, and M4 are four levels of the range of maturity of subordinate. In terms of two aspects this theory distinguishes itself from other theories, for example, the effectiveness of subordinate's leadership styles determine the level of maturity and developing subordinates from low level of maturity to high level of maturity is the expectation of leaders. The key to the long term organizational effectiveness is the key to peoples' growth and development.

The situational leadership theory by Hersey & Blanchard (1993) which was discussed earlier, defined leadership in extension to the utilization of maturity (confidence and skills) of the subordinateswith the circumstances of job behavior (work complete) and relationship behavior (doing the job with feeling good). Kane (2014) describes the discussion of Blanchard, Zigarmi, & Nelson (1993) about the two dimensions of situational leadership that is leading behavior and helping behavior. Leaders ' leading behavior refers to assigning work and closely monitoring subordination, while leaders' helping behavior refers to the social emotional concerns of subordinate individuals. According to Hersey and Blanchard (1982) when subordinates are responsible and mature, leaders are unnecessary for conduct that supports and directs them. Hersey and Blanchard (1982) argue that leaders have play a background role; the leaders give socio- emotional support. The theory addresses managers or management behavior exclusively in relation to the attempt by a subaltern, leader to determine task achievement through leadership.

Hersey & Blanchard (1982) identify four leadership styles that administrators have at their fingertips to better balance mission performance with subordinates' maturity. Such four styles were telling (S1), selling (S2), participating (S3), and delegating (S4) and were the result of high and low job and relationship deal discrepancy (Hersey et al., 2015). This theory concentrates on the subordinates. This theory of situational leadership practices the two facets task and relationship; however, it calls them either positive or negative, incorporating them in four different leadership styles: (Telling), (Selling), (Participating) and (Delegating) (Fig.1).

S1: How, when and where to do specific task in which people are directed by the leader who defines roles and responsibilities is called high task-low relationship (Telling).
S2: Directive and supported behavior provided by the leader is called high task-high relationship (Selling).
S3: The role of the leader communicator and facilitator in this style of leadership and leader involve followers in decision-making called low task-high relationship (Participating).
S4: A little support and guidance provided by the leader is called low task-low relationship (Delegating).

Finally four stages in which the level of maturity and readiness are described by Hersey, Blanchard, & Johnsons (2012) in theory as following:

M1: Followers are not competent enough and unable to take responsibility.
M2: Followers are willing but due to lack of appropriate skills the subordinate unable to do the taskwhether

they are confident and motivated.

M3: Subordinate are able to do task but they are unwilling to accomplish task due to insecurity.

M4: In this stage followers are confident and they are able and willing to accomplish task.

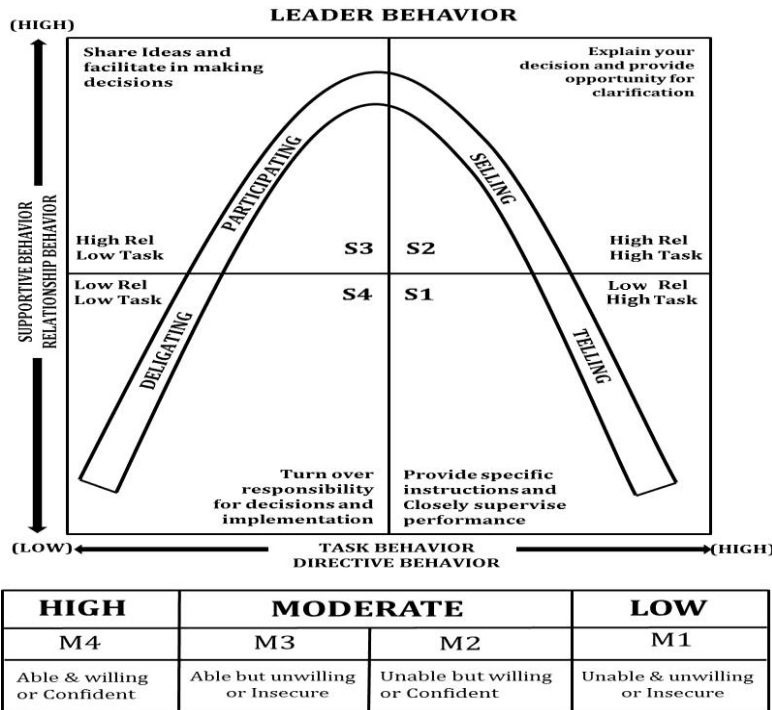### Hersey and Blanchard Situational Leadership Theory

Figure 1. *Situational Leadership (Hersey & Blanchard, 1988)*

Situational leadership theory is not based on single leadership style. Successful leaders select their leadership style on the basis of nature of their subordinate, their jobs and experience. This theory shows that a leader can alter or reverse their leadership styles. There is no limit for the leader to alter their management styles from telling (S1) to delegating (S4) and delegating (S4) to telling (S1) (Hersey et al., 2015). Leaders may tailor their leadership style to the circumstance and preparation of their followers that they find most suitable. In evaluating a situation, four aspects that the leader needs to know are: an understanding of the leaders easy to complex task; knowledge of the leadership power over subordinates; an awareness of the connection between the leader and the subordinates; and ultimately to use recognition of each subordinate's maturity level (Hersey & Blanchard, 1982).

Hypotheses of the Study

Following hypotheses were tested in the present study

$H_1.1.$There is association on college principals' primary leadership style between the perceptionsof the designations.

$H_1.2.$There is association on college principals' secondary leadership style between the perceptionsof the designations.

$H_1.3.$There is association on college principals' developing leadership style between the perceptionsof the designations.

$H_1.4.$There is association on college principals' diagnosis leadership style between the perceptionsof the designations.

$H_1.5.$There is difference in mean scores on college principals' leadership style flexibility between the perceptionsof the designations.

$H_1.6.$There is difference in mean scoreson college principals' leadership style effectiveness between the perceptions of the designations.

Methodology

The major aim of the study was to investigate the association between the perceptions of the designations onthe college principals' leadership style in perspective of situational leadership theory and also to find out the difference between the perception of the designation i.e. college principals' perceptionabout themselves and perception of their teachers regarding their college principals' leadership style,style flexibility and style effectiveness. The following study was quantitative in nature. In this study survey method for data collection was used. The research design engaged in this study was ex-post facto. Thepopulation in the present study comprised of all college principals and their respective teaching faculty employed in the affiliated colleges with the University of the Punjab located in Lahore Division. Lahore division has four districts i.e. Lahore, Sheikupura, Kasur and Nankana- Sahib. According to University of the Punjab (2018), there are 184 (64 Female and 120 male) colleges which are affiliated with the University of the Punjab. In district Lahore there are 128 colleges, in Kasur there are 24 colleges, in Nankana-Sahib there are 08 colleges and in Sheikupura there are 24 colleges affiliated with University of the Punjab.

Multistage sampling technique was adopted for selecting sample. At the first stage 40 % of total population was taken by using proportionate stratified sampling technique. In this way, 74 college principals were selected on the basis of their 03 years job experience. And at the second stage five teachers per college were selected as the sample of the study from the selected colleges on the basis of their 03 years job experience. Hence sampling size for the study comprised of 74 college principals and 370 teachers.

Data was collected from sampled college principals and their teachers through Leader Behavior Analysis II self/other (LBA-II Self and Other) for this study, which was developed by Blanchard's Institute of Training and Development, Escondido, California. LBA-II Self and Other were adopted. It was validated through expert opinion. In this study, permission letter were taken from the participantsfor their involvement in this study, confidentiality of their information and their right of elimination at any stage of research.

Analysis

This study was designed to know the association between the perception of college principals and teachers regarding college principals' leadership style in situational leadership theory perspective.Both statistics inferential and descriptive was used to analyze data.

Hypotheses 1

H_1: There is association on college principals' primary leadership style between the perceptionsof the designations.

Table 1. *Frequencies and Chi-Square Results on Primary Leadership Style of College Principals* (n P) = 74; (n T) = 370;*(N=444)*

Designations	Telling		Selling		Participating		Delegating		χ^2
	N	%	N	%	n	%	n	%	
Principals	20	27	21	28	26	35	07	10	4.1
Teachers	87	24	146	39	97	26	40	11	

Table 1 show the chi square test result, which, was used to determinewhether there, was or was not any significant association on college principals' primary leadership style between the perceptionsof the designations as measured by LBA-II Self/Other. At .05 levels of significant, results of chi square showedthat there was significant disassociation between the perception of the designations χ^2 (3, N = 444) = 4.21, p = .240 on college principals' primary leadership style.Consequently, the above mentioned hypothesis cannot be accepted due to non-significant p>.05. Hence we concluded that perception about the primary leadership styleswere quite disassociated in the views of principals and teachers.

Hypotheses 2

H_1: There is association on college principals' secondary leadership style between the perceptions of the designations.

Table 2. *Frequencies and Chi-Square Results on Secondary Leadership Style of College Principals* (n P) = 74; (n T) = 370;*(N=444)*

Designations	Telling		Selling		Participating		Delegating		χ^2
	N	*%*	*N*	*%*	*n*	*%*	*n*	*%*	
Principals	19	26	34	46	17	23	04	05	9.4
Teachers	126	34	111	30	82	22	51	14	

Table 2 shows the chi square test result, which was used to determinewhether there, was or was not any significant association on college principals' secondary leadership style between the perceptionsof the designations as measured by LBA-II Self/Other. At .05 levels of significant, results of chi square showed that there was significant association between the perception of the designations χ^2 (3, *N* = 444) = 9.64, *p* = .022 on college principals' secondary leadership style. Consequently, the above mentioned hypothesis can be accepted due to significant p<.05. Hence we concluded that perceptions about the secondary leadership styles were quite associated in the views of principals and teachers.

Hypotheses 3

H_1: There is association on college principals' developing leadership style between the perceptionsof the designations.

Table 3. *Frequencies and Chi-Square Results on Developing Leadership Style of College Principals* (n P) = 74; (n T) = 370;*(N=444)*

Designations	Telling		Selling		Participating		Delegating		χ^2
	N	*%*	*N*	*%*	*n*	*%*	*n*	*%*	
Principals	29	39	09	12	10	13	26	35	3.52
Teachers	120	32	54	15	81	22	115	31	

Table 3 shows the chi square test result, which was used to determine whether there, was or was not any significant association on college principals' developing leadership style between the perceptionsof the designations as measured by LBA-II Self/Other. At .05 levels of significant, results of chi square showed that there was significant disassociation between the perception of the designations χ^2 (3, *N* = 444) = 3.53, *p* = .317 on college principals' developing leadership style. Consequently, the above mentioned hypothesis cannot be accepted due to non-significant p>.05. Hence we concluded that perceptions about the developing leadership styles were quite disassociated in the views of principals and teachers.

Hypotheses 4

H_1: There is association on college principals' diagnosis leadership style between the perceptionsof the designations.

Table 4. *Frequencies and Chi-Square Results on Diagnosis Leadership Style of College Principals* (n P) = 74; (n T) = 370*; (N=444)*

Designations	Telling		Selling		Participating		Delegating		χ^2
	N	*%*	*N*	*%*	*n*	*%*	*n*	*%*	
Principals	13	18	25	34	21	28	15	20	.26
Teachers	73	20	124	33	97	26	76	21	

Table 4 shows the chi square test result, which was used to determine whether there, was or was not any significant association on college principals' diagnosis leadership style between the perceptionsof the designations as measured by LBA-II Self/Other. At .05 levels of significant, results of chi square showed that there was significant dissociation between the perception of the designations χ^2 (3, *N* = 444) = .26, *p* = .967 on college principals' diagnosis leadership style. Consequently, the above mentioned hypothesis cannot be accepted due to non-significant p>.05. Hence we concluded that perceptions about the diagnosis leadership styles were quite disassociated in the views of principals and teachers.

Hypotheses 5

H$_1$: There is difference on college principals' leadership style flexibility between the perceptionsof the designations.

Hypotheses 6

H$_1$: There is difference on college principals' leadership style effectiveness between the perceptionsof the designations.

Table 5. *Means, SD's and T-Test Results of Teachers and Principals Flexibility and Effectiveness Scores*

Leadership	Teachers M	Teachers D	Principals M	Principals D	t-test t (146)		95% CL LL	95% CL L	Cohen's D
Flexibility	23.24	.14	23.38	.47	-0.29	0.77	-1.07	0.80	0.05
Effectiveness	51.51	.46	50.51	.37	1.71	0.09	-0.16	2.15	0.28

Table 5shows the t-test result, which was used to determine thatthere is significant difference on college principals' leadership style flexibility and leadership style effectiveness between the perceptions of the designations.On the basis of t test applied over leadership style flexibility and effectiveness scores, we cannot accept the aforementioned hypothesis due to non-significant p-values respectively 0.77 and 0.09. Hence we conclude that mean scores about leadership style flexibility and effectiveness are equally perceived by principles and their teachers. This indicates the strong understanding among the workforce so far as the leadership styles are concerned.

Discussion

Situational Leadership Theory examines how the effectiveness of tasks and behaviors oriented to relationships depend on subordinate maturity, based on the competence of a subordinate (confidence and skill) in relation to the task, various variations of such behavior. The theory emphasizes flexible and responsive leadership, which responds to changing circumstances (Hersey et al., 2015). The citedand created in leadership about the factual and academic studies, come from a wide range of tertiary, having sociology, psychology, business and educational literature and manufacturing organization.

The present study aimed was to investigate the association regarding college principals' leadership style in the context of situational leadership theory, and find out the difference about style flexibility and style effectiveness, in the perceptions of the designations. It is concluded from the findings that there was no significant association on college principals' primary leadership style (commonly used), developing leadership style (want to adopt) and diagnosis leadership style (most improperly used) between the perception by principals about themselves and by their teachers regarding their college principals. Whereas there was significant association on college principals' secondary leadership style between the perceptions by principals and their teachers. The study signify seems to support Beck (1978), Clark (1981), and Burns (1994) who have also identified that most of the leadership styles were disassociated between the perceptions of leaders and their subordinate in different settings.It means that there was same result after a long time in different organizations.

There was no significant difference between teachers' and principals perceived effectiveness score. The similar mean score of college principals' leadership style effectiveness was perceived by them and their teachers. On the second side, minority of college principals used Delegating S4 whereas majority of college principals used Participating S3, Selling S2, and Telling S1 as their primary and secondary leadership style commonly. This aspectreflects that S3, S2, and S1 styles of leadership are directly related with effectiveness. To note that it is alluring that leaders' behavior remains on both dimensions relationship-oriented and task-oriented in these styles of leadership. This result seems to support Clark (1981), Benit (1991), Zaidi (1989). These researchers were having the opinion for educational leaders that task and relations oriented behaviors are important behaviors. The present research also recommends that college principals are not entirely task-oriented or broadly relations oriented.

There was no significant difference between the perceptions of thedesignations flexibility score. The similar mean score of the college principals' leadership style flexibility was perceived by principals and their teachers. The result shows of this presentresearch that the college principals' leadership style flexibility as viewed by principals and their teachers is quite same; likewise leadership style effectiveness as perceived by college principals and their teachers is also same. This means that there is a reciprocal rapport between the perceptions of the designations. These findings of the study are supported by Shamaki (2015) who concluded that if the principals' leadership style is in conflict then effective leaders give ineffective performance and if the principals' leadership style is appropriate then not only the performance of the teachers is excellent but also the overall institutional performance is excellent. Some studies have given firm conclusion, that there is a very strong relationship between organizational success and effective leadership (Higgs & Aitken, 2003).

Conclusion

The major objectives of the present study was to "associate the college principals' leadership style in the context of situational leadership theory and find out the difference in their leadership style flexibility, style effectiveness, in the perceptions of the designations.It is concluded from the findings that there was no significant association on college principals' primary, developing and diagnosis styles of leadership;exceptthe secondary style of leadership which was significant association between the perceptions of the designations. There was no significant difference in teachers and principal's perceived leadership style flexibility and leadership style effectiveness. The mean of scores of teachers' flexibility and effectiveness was similar to the mean of scores of principals' flexibility and effectiveness.

Recommendations

Recommendations on the basis of findings were as following:

1. A comparative analysis may be conducted between the differences of the genders' style of leadership.
2. In study a relationship may be found out between theleaders'style of leadership style and organizational performance.
3. The perception of the college staff may also consider while identification of college principal leadership style, style flexibility and style effectiveness.

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