

**RELATIONSHIP OF LEADERSHIP STYLES AND
COMMUNICATION SKILLS OF HEAD TEACHERS AT
SECONDARY SCHOOL LEVEL**

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES ISLAMABAD

2022

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SKILLS OF HEAD TEACHER AT SECONDARY SCHOOL LEVEL**

By

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Master of Education, (M. Ed) Allama Iqbal Open University Islamabad, 2018

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE
OF

MASTER OF PHILOSOPHY IN EDUCATION

TO

DEPARTMENT OF EDUCATIONAL SCIENCES

FACULTY OF SOCIAL SCIENCES



NATIONAL UNIVERSITY OF MODERN LANGUAGES ISLAMABAD

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

Thesis Title: Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary School Level

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Candidate of Master of Philosophy at the National University of Modern Languages Islamabad do hereby declare that the thesis "Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary School Level" submitted by me in partial fulfilment of M.Phil. degree, is my original work, and has not been published or submitted earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: “Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary School Level”

The main objective of this study was to investigate the relationship between Leadership Styles and Communication Skills of Section Heads at Secondary School level. Beside this, two more objectives were also formulated which were, To define the leadership styles of section heads of Army Public School and College System, and To define the communication skills of section head teachers of Army Public School And College System. Two questionnaires were used for data collection. For accessing Leadership Styles an adapted questionnaire was used while a self-developed close ended questionnaire was used for identifying Communication Skills. This study was quantitative and descriptive in nature. It had a correlation design. Data was collected from 32 Army Public School and College System in Rawalpindi/Islamabad and 92 Section Head Teachers were the sample of study. Because of the available sample size, Census technique is used, and 100% respondents were included in study. Findings revealed that section heads mostly used Paternalistic Leadership Style and frequently used communication skill was Social Sensitivity. It was also found that leadership styles have a significant relationship with communication skills while after individual analysis of constructs results articulated that some leadership styles have a positive significant relationship with some communication skills but have no significant relationship with the other communication skills. This study provided a broader picture of leadership styles and communication skills of Section Heads at Army Public School And College System. The results of study may guide the Section Heads to adopt improved communication skills by employing needed leadership style.

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LIST OF ABBREVIATIONS

APSACS	Army Public School And College System
RD	Regional Director
ARD	Assistant Regional Director
AL	Autocratic Leadership
BL	Bureaucratic Leadership
DL	Democratic Leadership
LFL	Laissez faire Leadership
PL	Paternalistic Leadership
EE	Emotional Expressiveness
ES	Emotional Sensitivity
EC	Emotional Control
SS	Social Sensitivity
SE	Social Expressiveness
SC	Social Control
SPSS	Statistical Package for Social Sciences
LSS	Leadership Styles Scale
CSS	Communication Skills Scale
FY	Fiscal Year

ACKNOWLEDGEMENTS

I am greatly obliged to my **Almighty Allah**; he is the one and only who consecrated me with the opportunity to acquire and communicate with the very knowledge to do effort in this field. I will keep on trusting Him for my future. It is merely the consecration of the all-knowing being to give upon us His **Holy Prophet (SAW)** the last human appearance of his complete information, who has deposited all ground of knowledge.

My heartiest and sincere salutation to my dearest **Parents** without whom nothing was possible ever. They raised me to believe that I could achieve anything for which I set my mind to and were always there to believe in me if ever my own belief falter. Their prayers sustained me this far.

I owe my deepest gratitude to my dearest supervisor **Dr Saira Nudrat** for her superb guidance amalgamated with her affection, commitment, and sweet beam. The warmth and genuineness with which she steered me throughout the research unsurprisingly elicits immersed emotions of appreciation that cannot be expressed adequately in any diction. Without her I would never have been able to undertake the present study.

I owe a lot to my brother **Muhammad Saqlain** for his constant cooperation and patience while giving me pick and drop every day. Without him my data may never have been collected so early every morning. I am highly grateful to my family members for their cooperation and teamwork. I am in debt to **Asia Khalid** for being a delightful friend in need by improving my statistical techniques. I am also thankful to the Regional Directors and ARDs of APSACS for their constant assistance, especially **Mrs. Tazeen Iqbal** (ARD ISI) for her paternalistic support. I would also like to express my gratitude to the respected Principals of all APSACS markedly **Mrs. Ayesha Ashraf** (APS DHAI-II) for her unconditional support and care in data collection phase.

Thank you all

Dedication

This thesis is truly dedicated to my bashert, dear **Muhammad Afzal Sadaf Haral**, who gave me wings to fly...

&

Two little minions without whom this work would have been completed six months earlier...

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Development of any country depends upon its education, which is the backbone of progress. The future of any society is contingent upon its system of education. Every country wants to be developed economically and socially but this cannot be possible without educating and developing the human capital of the country. While the quality of education depends upon educational leaders whether they are in schools, colleges or at university level (Niqab et.al 2015). Studying about Leadership has been the most enthralling area of research and studies on Leader and Leadership have started from thousands of years back, it is because of the reason that Leader is the most important and most influencing person in any organization. There is harmony in literature of leadership about the belief that effective leadership is a key component in progression and advancement of school. However, the largest part of research in school leadership has taken place in Western Industrialized countries. In developing countries, leadership and management role is an under-research area (Simkins et al., 2003). However, this view is not plausible because now recognition about effective managers for improvement of school is increasing. A Head Teacher in a school have to wear many masks on him/her at a time as compared to other participants of the school. In different parts of day, he has to play the role of Instructional leaders, manager, curriculum leader, administrator, pedagogical leader and a coach as well. Understanding of Head Teachers about effective leadership behaviors and perception of teachers about their behavior is also the need of dynamic

and complex environment of today's schools. Head teachers also need to understand that how to provide a conducive and favorable atmosphere in a school for development of the school (Alam, 2012).

Leadership is considered the foundation of Management function in any organization. It can be defined as the process of influencing others in order to achieve the goals of organization (Bartol & Martin, 1998). Griffen (2005) defined the leadership both as a process and property. He explains further that as a process, its focus on what leaders do. For example, with the use of non-coercive influence to shape the organizational goals and motivate the employees towards the achievement of goals. While as a property, it is a set of attributes of individuals who are supposed to be leaders. So, the leaders are those individuals whom others think and accept as a leader and secondly, who can influence on the behaviors or actions of others without using any force. Many books on leadership defines that superior leader possess the characteristics like assertiveness, independence, and self- confidence (Lunenburg & Ornstein, 2004).

Communication possesses a central place in the organization (Barnard, 1938). It is obviously a most important tool in becoming most valuable leader and communication should be proper and should have all ingredients of effective communication, like it should be specific, clear, and courteous. It is the lifeblood of every organization, and it is a process which links the individuals to the group or with the organization (Lunenburg & Ornstein, 2004). Communication can be defined as the exchange of messages between different people for the sake of accomplishing common meanings.it is a most critical part of the job of manager and without affective communication, the most brilliant or dazzling strategies and best-laid plans could not be successful (Bartol & Martin, 1998). Communication can be further

elaborated by saying that communication is the transfer and understanding of meaning. The emphasis is here on the ‘transfer’ of the meanings which means that if information or the idea is not been understood by the receiver, communication does not take place. This process also involves understanding of meanings. The meanings must be understood for better communication. In Educational perspective, School administration need a clear understanding of communication and its process because the findings of many studies, across the spectrum of level of the manager and the types of organization, shows that administration of any organization spends 80 percent of their time in interpersonal communication (Lunenburg & Ornstein, 2004).

Section Head teachers are the Middle Level Managers. They have leadership soul for guiding people, for being the front foot in the social progress, for having a visualization and sharing it with students, parents and leaders of the schools directly. They take part in school wide decision making, mentor and counsel the teachers, develop curriculum, smooth the professional growth of teachers, adoptive to more collaborative working arrangements and influence school change. Transmission and spread of high expectations of the school vision is an important attribute of successful head teacher. For improvement, expansion and development of the school, a successful head teacher works constantly and permanently. He must be well-knowledgeable and familiar with the technical basics. Head teachers are the representatives and “agent of change” because without the active involvement of head teachers in the school, positive change and quality education is not possible easily (Hanif et al., 2018).

Army Public School And College System (APSACs) is an education system which was established in 2005 and has a Secretariat (APSACS Secretariat) which is a controlling body and governing figure for the technical aspects of the institutions.

This school system has mission of delivering admirable education of international standards at the affordable and reasonable charge.

1.2 Rationale of the Study

For the whole life of a student, up to secondary level education plays a vital role in character building and cognitive development. While the head teachers at a school also plays important role in the advancement of students and teachers both. Their leadership style and their pattern of communication with their students, colleagues and subordinates leave behind a great impact on the environment of school (Ziaullah, 2021). In this regard, it can be said that communication is the only element which can amalgamate the roles of leader and subordinates. When there is lack of suitable interpersonal communication between employees and superiors, then the dissatisfaction among the Employees occurs.

Arlestig (2008) explained that there are several purposes of communication as it does not only provide information but also satisfies the needs of society and individuals. It also provides different outcomes which depend upon its way of conducting and upon the circumstances. In an educational institution, the quality of communication depends upon the situation and on teacher and principal.

The practices and concept of leadership differs across societies and cultures, and this difference is because of the cultural perspective, philosophical foundations and belief system of the organizations (Shah, 2010). The leader of a school has to adjust himself in many roles because he has to manage all types of tasks within the school environment. In this regard, his style of leadership and his communication skills leave a great impact on his subordinates.

This study provides the evidence from sample schools about the leadership styles of section heads, communication skills of section heads and the relationship between leadership styles and communication skills of section heads of APSACS.

1.3 Statement of the Problem

Leadership styles and communication skills of the leaders are two important factors which lead any organization towards peak. Educational Leaders can show their ability and proficiency only in the situation when they are skillful. After working through several investigations and studies, it was found by the researcher that in global literature, various studies are involved with the leadership and its effects and numerous theoretical models also deal with the leadership styles with special focus on employees' perception about leadership or the job outcomes in the organization but there is a dearth of research on leadership style and communication skill of this distinct population of Army Public Schools and Collage of Pakistan context. Many studies have been done concentrating on Leadership and communication, but no study was found with emphasis on leadership styles and communication skills of Head Teachers of Army Public Schools And Collage System (APSACS) of Pakistan. This study will give the glimpse of Leadership Styles and Communication skills of head Teachers of APSACS and will find the relationship among their leadership styles and communication skills.

1.4 Objectives of the study

Objectives of this study were;

1. To define the leadership styles of Head Teachers in Army Public School And College System.

2. To define communication skills of head teachers in Army Public School And College System.
3. To investigate the relationship between leadership style and communication skills of Head teachers at Secondary School Level in Army Public Schools and College System.

1.5 Research Questions

To accomplish the objective 1 and 2, following research questions have been developed: -

1. What is the leadership style of Section Head teachers in Army Public School And College System?
2. What are the Communication Skills of Section Head Teachers in Army Public School And College System?

1.6 Null Hypotheses (Ho)

Following research Hypotheses have been developed to achieve the Third objective of the study: -

Ho1: There is no significant relationship between the leadership styles and Communication Skills of Section head teachers at secondary school level.

Ho 1.1: There is no significant relationship between “Autocratic Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.

Ho 1.2: There is no significant relationship between “Bureaucratic Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.

- Ho 1.3:** There is no significant relationship between “Democratic Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.
- Ho1.4:** There is no significant relationship between “Laissez-Fair Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.
- Ho1.5:** There is no significant relationship between “Paternal Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.
- Ho1.6:** There is no significant relationship between “Autocratic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.
- Ho1.7:** There is no significant relationship between “Bureaucratic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.
- Ho1.8:** There is no significant relationship between “Democratic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.
- Ho1.9:** There is no significant relationship between “Laissez-Fair Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.
- Ho1.10:** There is no significant relationship between “Paternalistic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.

- Ho1.11:** There is no significant relationship between “Autocratic Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.
- Ho1.12:** There is no significant relationship between “bureaucratic Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.
- Ho1.13:** There is no significant relationship between “Democratic Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.
- Ho1.14:** There is no significant relationship between “Laissez-Fair Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.
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- Ho1.17:** There is no significant relationship between “Bureaucratic Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.

- Ho1.18:** There is no significant relationship between “Democratic Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.
- Ho1.19:** There is no significant relationship between “Laissez-Fair Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.
- Ho1.20:** There is no significant relationship between “Paternalistic Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.
- Ho1.21:** There is no significant relationship between “Autocratic Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.
- Ho1.22:** There is no significant relationship between “Bureaucratic Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.
- Ho1.23:** There is no significant relationship between “Democratic Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.
- Ho1.24:** There is no significant relationship between “Laissez-Fair Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.

- Ho1.25:** There is no significant relationship between “Paternalistic Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.
- Ho1.26:** There is no significant relationship between “Autocratic Leadership Style” and “Social Control” of Section head teachers at secondary school level.
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- Ho1.28:** There is no significant relationship between “Democratic Leadership Style” and “Social Control” of Section head teachers at secondary school level.
- Ho1.29:** There is no significant relationship between “Laissez-Fair Leadership Style” and “Social Control” of Section head teachers at secondary school level.
- Ho1.30:** There is no significant relationship between “Paternalistic Leadership Style” and “Social Control” of Section head teachers at secondary school level.

1.7 Conceptual Framework

This study was conducted by the researcher to assess the relationship between leadership styles and communication skills of head teachers at secondary school level. The conceptual framework for the study was encompassed on leadership styles and communication skills of head teachers. With the help of literature review, five

leadership styles were selected: Autocratic leadership Style, Bureaucratic Leadership Style, Democratic Leadership Style, Laissez faire Leadership Style and Paternalistic Leadership Style. According to Boampong et al (2016) these are some most common styles of school leaders.

1.7.1 Autocratic Leadership

Autocratic Leadership is considered as a classical style of leadership in which leader make decisions as many as possible and seeks to have a control or an authority in decision making. Consultation with others is very less. Leaders in autocratic leadership style are very less anxious about their own development also and just focuses upon the task in hand. It is considered as a most appropriate style of leadership when leaders have to complete a task within the short period. The inactive resistance from the team members is the outcome of autocratic leadership style. In dealing with the followers, an autocratic leader sustains servant -master relationship (Awan & Mahmood, 2009).

1.7.2 Bureaucratic Leadership

Bureaucratic leaders are concerned about employees to follow rules and regulation. That's why they always look indifferent (Khajeh, 2018).. This method does not lead to motivation of the employees and their development is least preferred. They want their workers to display a formal attitude at workplace. Employees are awarded when they show their ability to follow procedures perfectly. This style of leadership is usually followed in old and larger organizations.

1.7.3 Democratic Leadership

Decisions and suggestions from staff members are extensively acknowledged and supported in Democratic Leadership. In this style of leadership, leaders distribute

and circulate their responsibilities among their employees, empower their team members in the different verdicts and decision-making processes and play their role as intermediary or a facilitator in the organization.

1.7.4 Laissez-Faire Leadership

In Laissez-Faire Leadership, a leader has an attitude of trust on subordinates, and he/she don't indulge in every micro detail of the task. Leader don't give too much guidance or instructions and want their employees to use their creativity, experiences, and resources to complete the required task. This behavior of avoidance takes the lead of followers towards the disappointment, frustration, and low level of self-esteem. When leaders avoid involving in the completion of duties and tasks it effects on the organizational outcomes and demotivates the followers (Khan et al., 2016). Leaders have much trust on the employees and don't give many instructions or commands to the employees. There is also a lack of clear and well-defined procedures. This leadership style looks a lot like "Impoverished Management" described by Blake and Mouton (1985) in which leader have slight concern for their subordinates. It is measured in category of leadership style and behavior both. A strong negative correlation of education with laissez-faire Leadership style is very prominent in Government High Schools of Khyber Pakhtunkhwa (Naem et al, 2019).

1.7.5 Paternalistic Leadership

Paternalistic Leader is very supportive towards his group and towards every individual of the group also. A senior person or an older figure is appointed as a leader to set the direction for the group. This selection is based on the length of service or seniority of the age rather than their ability to lead. In modern organizations, this style of leadership s very less common. In educational setup, it is

expected from teachers that they would be totally devoted towards what leader think and believe. To prove trust and loyalty for leader, a teacher has to be employed for a long time in the same school.

For assessing communication skills of head teachers, model of Riggio (2014) was used. He describes some abilities as the key characteristics of social intelligence. Those are: the ability of someone to express himself in social interactions, secondly the capability to comprehend and read diverse social situations, thirdly the ability of being knowledgeable about the social norms, roles, scripts, and problem cracking skills and lastly role-playing skills. There are six basic Social and Communication Skill Dimensions described by Ronald E. Riggio in his article “A Social Skill Model for understanding the Foundation of Leaders Communication”. These skills are Emotional Expressiveness, emotional sensitivity, emotional control, social expressiveness, social sensitivity, and social control.

The rationale behind selecting this model was that it is more parsimonious model than previous models of social and emotional intelligence (Riggio, 2014). It has clear application to leadership and can fits well in the widespread leadership theories which emphasis on leadership communication and effective leadership. Secondly, it has emphasis on the skills which are open to change and development. Thirdly this model also has the advantages of the availability of valid and effective measurement of skills. Furthermore, this model by Riggio is grounded upon the straightforward and basic communication courses like Expressiveness or encoding, Sensitivity or Decoding and control or regulation. Every skill designated in the model, function in both domains: nonverbal and verbal.

1.7.6 Emotional Expressiveness

It is a Skill in sending nonverbal and emotional messages. Other people can easily know and judge the feelings and sentiments of Emotionally Expressive people can get greater pleasure from communicating with others and from social interaction (Barjin et.al., 2012). It is considered that individual learn about the rules and norms for survival in the society in their family context where they learn how to control and how to express their emotions with the help of labelling, modeling, interpreting, and coaching from the other members.

1.7.7 Emotional Sensitivity

Emotional Sensitivity is a skill of receiving and getting non-verbal or emotional messages from others. People who are high in Emotional Sensitivity are more careful about the non-verbal indications and cues and this is the reason that they are more empathetic emotionally and responsive towards feeling of others.

1.7.8 Emotional Control

It is a skill of limiting and controlling the emotional messages from others. When leaders have high emotional control, they leave no cue from their non-verbal appearance around their emotions. They always have a mask of happiness to hide their sadness. In other words, they are good performers or actors. People with high Emotional Control can easily hide their emotions under mask of totally different emotional state and with different expression also.

1.7.9 Social Expressiveness

Social Expressiveness is related to being extravert and outgoing. People who have social Expressiveness speaks spontaneously and without any reluctance or hesitation. It is all about speaking in public, coaching the people wherever needed and encouraging others.

1.7.10 Social Sensitivity

Social Sensitivity is an ability to read and understand social situations and social scripts and norms. The examples of social sensitivity in leaders are active listening, monitoring the behaviors and regulating the social behaviors. But sometimes, if social sensitivity is at its extreme, it leads towards social anxiety and extraction because of over thinking about the situation or because of extra self-consciousness.

1.7.11 Social Control

Social Control is a skill of presenting oneself socially. It describes the ability of a leader of impression management and self-efficacy.

The following diagram illuminates the conceptual framework of the study.

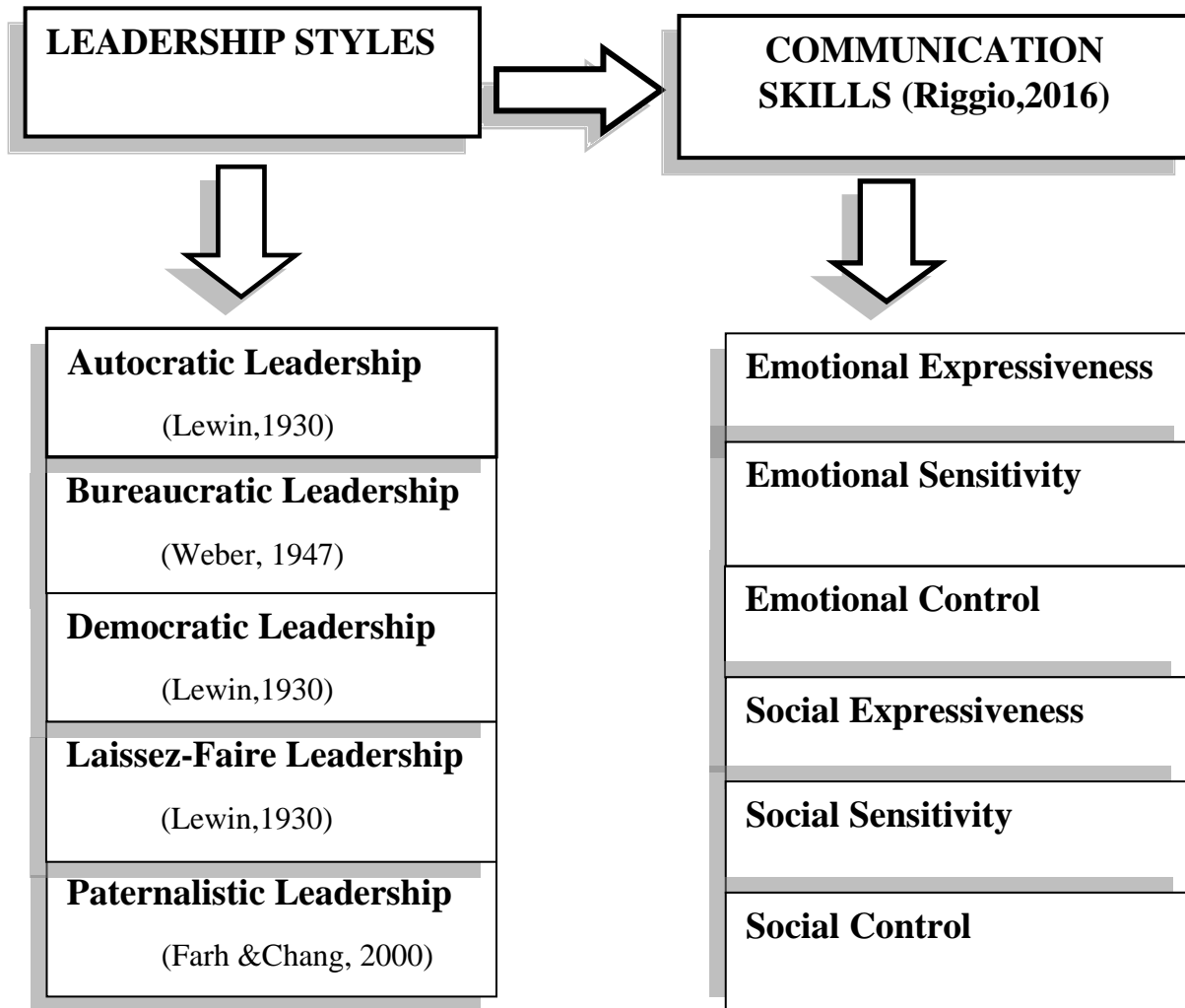


Fig 1.1 Conceptual framework of the study

1.7.12 Detailed description of Conceptual framework

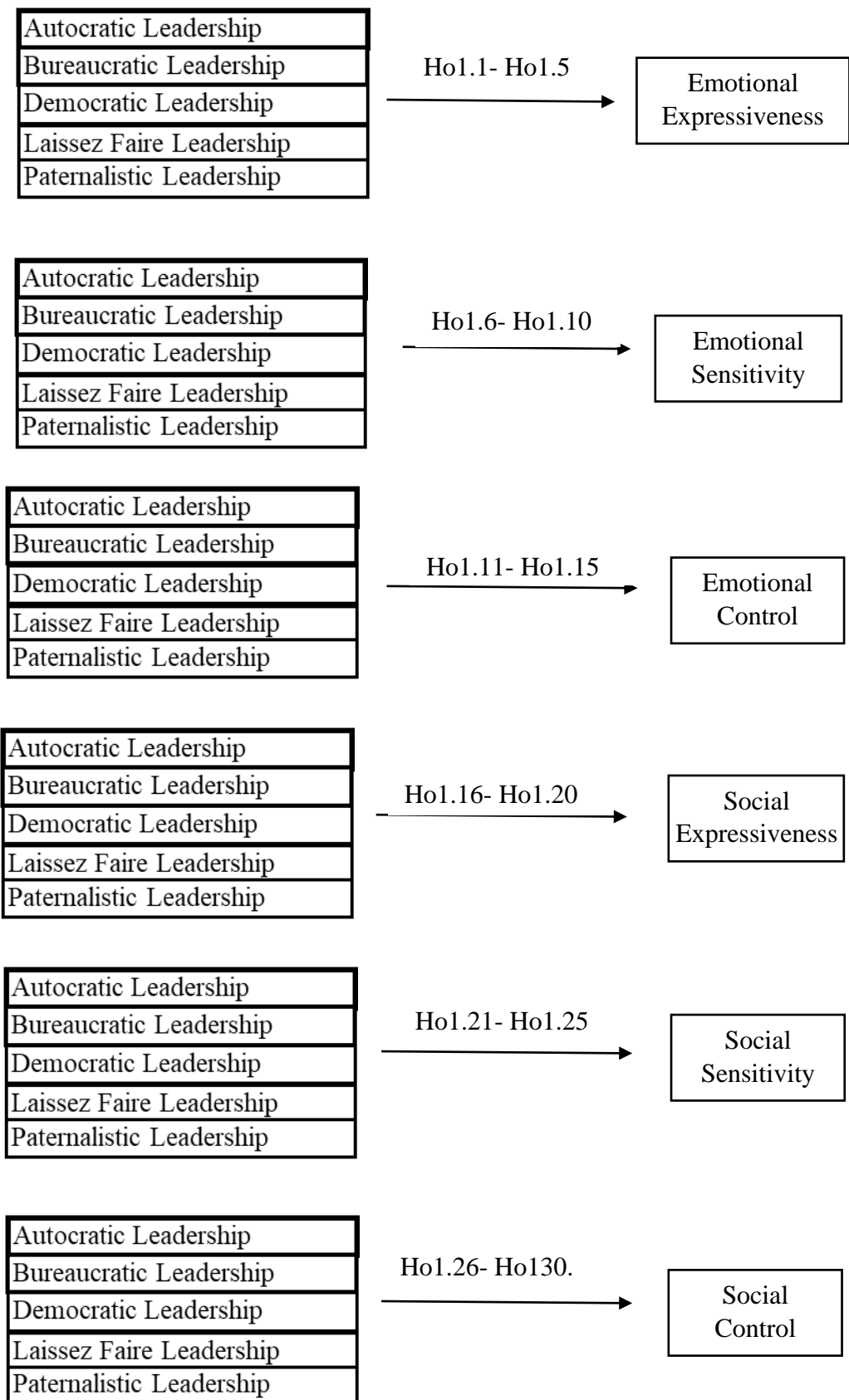


Fig 1.2 Detailed conceptual framework of the study

1.8 Significance of the Study

All over the place in school, the importance of leadership styles and communication skills is reflected e.g., in climate of school, academic achievements, performance and in discipline of school. This study will provide evidence to middle level leaders (Section Heads) of APSACS to identify their leadership style and move smoothly between different leadership styles with the help of communication skills.

Present study will show a comprehensive representation of different leadership styles of section head teachers in Army Public School and College System and will enhance their awareness about the relationship of their leadership styles and their communication skills because not much research had been done on leadership styles of section heads and its relationship with communication skills in Army Public Schools And College System of Pakistan.

This study will be helpful for policy makers of APSACS, educational planners, heads of schools, talent pursuers and concerned recruitment teams of the organizations. This study will be a contribution in the literature of leadership and the relationship of leadership with the communication.

Furthermore, this study is assumed to provide help APSACS Secretariate to design strategies to motivate and retain the employees as it will help the Educational Leaders to decide which leadership style they can choose in terms of Communication with teachers and students.

1.9 Research Methodology

1.9.1 Study Design

This study was done with Quantitative research approach. It was descriptive in nature. Descriptive study defines and interprets the conditions of present situation like

“What is?”. A Research design is a strategy or plan of investigation of answers to research questions. It is a complete plan and scheme of research (Kumar, 2011). Present study had the correlational design as well. Correlational Design is used to measure the relationship between two variables. The objective of this study was to explore the relationship between leadership styles and communication skills so correlational study design was most suitable design for this study.

1.9.2 Population

Population of the study was Section Head teachers at Army Public School And College System (APSACS) of Rawalpindi Region. On the request of researcher, list of Army Public Schools of Rawalpindi Region was taken from APSACS Directorate (monitoring and unifying authority of APSACS). So, the population of the study was 32 Army Public Schools having the total number of 107 Section Head teachers in the schools. (List is attached in annexure 1)

1.9.3 Sampling

Sample of the study were all section head teachers up to Secondary school level in Army Public School And College System in the area of Rawalpindi/ Islamabad. Because of the available sample size, Census technique was preferred by the researcher to get required data from all section heads of APSACS. This technique is used to acquire information about every single individual in the population. It is an effort to incline all members of the group to measure one or more than one characteristic of the sample (Lavrakas, 2011). Thus, all Head Teacher of Army Public School and Collage of Rawalpindi region was the Sample of the study.

1.9.4 Research Instrument

Researcher used two different Questionnaires to acquire the essential data. For assessing the Leadership Styles of Head Teachers, an adapted (Raybould, 2021) questionnaire was used. It was with five-point Likert Scale and researcher named the scale as “Leadership Styles Scale” (LSS). To find the Communication Skills of Head teachers, a self -developed tool with five points Likert scale was used by the researcher and termed it “Communication Skills Scale” (CSS).

1.9.5 Data Collection Procedure

Collection of data is the most important and most critical task for any researcher. Services of Army Public Schools and Colleges Systems Secretariat, Secretariat block, Army Central Library, Tameez-ud-Din Road, GHQ Rawalpindi were taken at initial stage for collecting consolidated information about APSACS located at Rawalpindi/Islamabad. At Second stage researcher personally surveyed the schools in order to get required information about strength of section heads and appointment from principals. At third stage, researcher visited all schools for face-to-face interaction with Section Head Teachers and filling up the Questionnaire. Furthermore, as it was COVID-19 scenario, so in any unforeseen situation, online mode of data collection e.g., Emails/ WhatsApp was also arranged by the scholar. There was no unanticipated situation befallen in the entire process and researcher has collected all data by visiting the respective schools however schools under Directorate of Army Air Defense (AAD) Command were closed due to third wave of Corona. So, data from few respondents was collected via online mode.

1.9.6 Data Analysis

The acquired data through Questionnaires was statistically analyzed and investigated through Statistical Package for Social Sciences (SPSS). For achieving objectives, Mean Values and Correlation were used. Pearson Correlation is used when the strength of relationship is investigated between two variables while it also provides the direction of its relationship (Pallant, 2005). Conclusion and recommendations were formulated based on data analysis.

1.9.7 Delimitations

It was not possible for the researcher to select a large area of the country due to restricted resources and limited time. So, this study was conducted with the following delimitations.

1. Data was collected from Army Public Schools and Colleges System (APSACS) only.
2. APSACS located in the cities of Rawalpindi and Islamabad were selected for research.
3. Head Teachers up to secondary school level were the focus of this study.
4. As Conceptual Framework, only five leadership style; Autocratic Leadership, Bureaucratic Leadership, Democratic leadership, Laissez-faire Leadership and Paternalistic Leadership were selected for the study.
5. Communication Skills were also delimited to six skills only which described by Riggio (2014).

1.10 Operational Definitions

1.10.1 Leadership Style

Khajeh (2018) describes leadership style as a combination of different traits, different characteristics and different behaviors which a leader uses while dealing and communicating with their subordinates.

1.10.2 Autocratic Leadership Style

In autocratic Style of Leadership, all decisions are made by the leader. It usually follows the status quo. In order to accomplish task, a Continue direction and pressure from the leader is received.

1.10.3 Bureaucratic Leadership Style

The leaders in bureaucratic leadership are not much concerned about their employees but more dedicated and more devoted to policies and procedures which they designed for them. Leaders in Bureaucratic Leadership Style just focus on the competition of task.

1.10.4 Laissez-Faire Leadership Style

This style contains very little participation and involvement of leaders in decision making process and usually called it as “absence of leadership”.

1.10.5 Paternalistic Leadership Style

In this style, leader takes care of his/her subordinates like parents and usually don't give them any freedom of choice. Leader shows concern and care towards employees and in return, obedience, loyalty and trust is expected from the staff.

1.10.6 Democratic Leadership Style

Responsibilities and leadership are shared in this leadership style. A democratic school leader makes sure the involvement of all members of the school in the decision-making process, but this participation depends upon the situation.

1.10.7 Emotional Expressiveness

It is the ability to successfully convey the non-verbal cues to the other person. Highly expressive people are animated, lively, more expressive, and usually referred to as charismatic persons.

1.10.8 Emotional Sensitivity

It is a special ability to efficaciously decode the emotions and non-verbal cues of others. It is about understanding the needs and feelings of followers.

1.10.9 Emotional Control

It is a skill in which the emotional messages from others are regulated and controlled. Leaders who are high in emotional control can successfully hide their feelings of blues or happiness from others.

1.10.10 Social Expressiveness

It is an ability of a person to engage others in the conversation easily. This skill is about coaching, public speaking, and encouragement.

1.10.11 Social Sensitivity

Social sensitivity is described as listening ability or a verbal decoding skill. It even involves minute and small variations of verbal communication.

1.10.12 Social Control

Social Control is a characteristically a role-playing skill and skill of self-presentation socially. It is related to being socially competent, knowledgeable, and tactful in social setting.

CHAPTER 2

LITERATURE REVIEW

In this section of study, an in-depth review of Literature related to Leadership Styles and Communication Skills is given. This literature was based on the problem which was under investigation of researcher; “Relationship of Leadership Styles and Communication Skills of head teachers at Secondary School level”. All information is discussed by the researcher under different sections of this chapter. At first, the concept of leadership and difference between leadership and management is given. After that, teacher as a leader and leadership in Pakistani school is discussed in order to get the overall scenario of society regarding leadership in schools. Then leadership is discussed in context of Army Public Schools And College System (APSAC). After this, literature review of different leadership styles is presented. As communication is also an important variable of present study so communication as a soft skill of leaders, standing of communication in leadership, communication of section Heads in APSACS and different communication skills is also discussed. In the last part of this chapter, literature review regarding the relationship of leadership styles and communication skills is given concisely.

2.1 Leadership

The firstborn fascination in the world is Leadership and it is also a heated topic which is like a fascination for innovation and novelty from thousands of years. History of studying about Leadership is as old as mankind itself is. Sun Tzu, who was an Ancient Chinese philosopher and military tactician have the credit of writing many books on Leadership like The Art of War, and even in this 21st century, his leadership strategies and tactics and philosophy is still practiced by the military

leaders. Emerging from ancient Greece, Republic of Plato also discussed the characteristics of a just and impartial man and how this is needed for the Idealistic leadership in the Plato's just city-state (Kane, 2014). Aristotle says that a good leader must have three important things, these are ETHOS, PATHOS and LOGOS. A moral character of leader is "Ethos" because the followers of any organization will never be agreeing to follow a leader honestly if they cannot see any extra ability in leader through dealing with the situation which followers themselves found hard to come out. "Pathos" is capability of leader to move his followers emotionally towards the goal of organization. Followers will admire him for his "Ethos", or his character and they will love him for his sincerity, honesty and "Pathos". While "Logos" refers to leaders' capability to show reason of his action if he want to change his followers knowledgeably and intellectually. Socrates defines beautifully that how fall and deterioration of a leader occurs. He says that this happens because of the love of money instead of love of honor. The value of virtue becomes less when value of money increases. When leaders become more lover of personal gain and enthusiastic about more property than the character of leader will automatically laid down (Shahid, 2020). Henry V, play of William Shakespeare, which was performed in theater first in 1959, sightsees the themes of Leadership, war and treachery. Even today, Leadership is still widely and extensively discussed and explored with different dimensions. Taking the Islamic perspective of leadership, it is found out that Islamic leadership has main objective of eternal pleasure and everyday wellbeing both while the ultimate objective is satisfaction of Allah (SWT) through achievements of 'halal' organizational goals and objectives. To stay alive in the competitive market, the Muslim managers must hold and retain Islamic leadership skills. Members of the team must be trained in Islamic norms, values,

deeds, behaviors, and ways of communication with each other and with the team for getting effective result in the organization. In this way, it is expected that after acquiring Islamic leadership attributes, managers can more easily overwhelmed the challenges and intricacies of the organization (Ather & Sobhani, 2008).

Leaders and followers are closely linked with each other. Leaders are those individuals who engage in leadership while followers are those people whom towards the leadership is directed. In leadership process, both are involved whether they are leaders or followers. A leader is usually the initiator of relationship, creating the linkage with the help of communication and he is the one who carries the responsibility of sustaining the connection and relationship. Leaders and followers both have a common organizational goal so, it is the ethical responsibility of a leader to attend all the concerns of his followers.

2.2 Difference between Leadership and Management

Leadership and Management are two separate concepts which usually misinterpreted as one. A single human being is performing both the role: a manager at one time and a leader at another, is very uncommon and rare scenario. Even though both have some similar aspects like launching commands or directions and motivating resources but still they possess diverse traits. To associate organizations and development of new goals is considered as the task of a leader while managers try to retain orders and improve the work. Leaders inspire and spur on while managers work out and control problems of the organization with limited narrow purpose. Leaders generate the capacity for change, confusion, anarchy and even for malfunctions. On the other hand, Managers generate guidelines, uniformity, predictability and consistency (Kotterman, 2006). In daily discourse of matters, the terms leadership and

management both are used interchangeably. But both these terms are not exclusive reciprocally but are two sides of the same coin. Operational aspects of the school are executed by the management while strategic features are coming under the dealings of leadership whose task is to stipulate vision of the organization and provide direction. But becoming an effective and operative leader is not possible without becoming an effective manager. Leadership and management both are required for an effective school (Memon, 2003).

Wajdi (2017) stated that in the scholarly article of Abraham Zaleznik in 1977, it was mentioned first time about the difference between managers and leaders. He argues that leaders and managers play different roles and contributions in the organization but in order to fulfill the organizational needs and to achieve the organizational goals, effective managers and effective leaders both are necessary. Managers practice the power and authority and make tasks get done, while to increase commitment, a leader boost up new belief. This is the reason that distinct type of people is required for management and leadership in the organization. Watson declared in 1983 that manager make sure the system and structure of organization while the emphasis of leader is on the motivation, objectives, goals, and the communication in the organization. Managers follow the policies and practices of the organization while leaders pursue their own intuition and instinct. Furthermore, Leadership is temporary and impermanent while management is more durable and stable (Thairu, 2021).

Without being a leader, a person can be a manager when he attempts to lead the people without exerting powers. However, a good leader must be a successful and a competent and proficient manager necessarily. In the field of education, this creates

an impeccable combination of leadership and management. So, a leader in the education field, is believed to be both as a manager and as a leader (Saitis & Saiti, 2018).

Bush (2008) illustrates in his book both the terms by saying that Leadership is perceived as a process of development of people while management is linked usually with the paper. Leadership is linked with the purpose or values while management is related to the implementation of policies, procedures, and technical issues of the organization. In other words, management is counted as a maintenance and upkeeping activity emphasized on the value of both aspects of organizational interests by saying that leaders are the people who influence the motivation, actions, and goals of others. To get to the goals, leaders initiate change repeatedly and it takes much energy, creativity, skill, and ingenuity. Management is all about well maintaining the organizational activities and arrangements. This often shows leadership skills; the overall function is towards maintenance rather than change. Leading and managing have equal value in the organization and no one has additional exclusive value because both call for wide-ranging retorts in different settings. If any college or school wants to function effectively for the sake of accomplishing their goals and objectives, then Equal eminence is needed for management and leadership because the leadership concept and the concept of management both are overlapping.

2.3 Teacher as a Leader

‘Learning’ is considered as synonym of ‘change’. So, the process of learning is in fact, is the process of change: change in behaviors, actions, views, attitudes and in overall personality of the learner while the teachers are supposed to be as change agents because they are those spearheads who assist their students to go through this

transformation process. Leadership in the educational context is not a different thing than leadership in any other organization (Leithwood, 2003).

Leadership has many characteristics and one of those characteristics, the skill or ability of someone to take an initiative in a condition which required an action, is the most important characteristic. This facet of leadership is very much implanted in the role of a teacher because historically, teaching is a profession that grants a kind of independence in the classroom to the teacher. Teachers' awareness about their role as a leader is not a big matter but the demonstration of leadership abilities, which they possess in order to make a difference, is necessary if they are successful agents. In any other field of life, by helping others to act and think differently, leaders play the similar role. Outcomes of many studies proved that within the culture of the school, there are some powerful forces are working against teacher leadership in Pakistan. As all children can learn in the helpful and conducive environment, then all teachers can lead if the settings are favorable in the school environment in which teachers are working. Teachers should also get the required knowledge and skills about those forces which are stopping them from demonstrating their Leadership abilities and potentials (Rizvi, 2006).

Teachers are like leaders for their students (Essuman, 2019). Leadership of any school always need to be focused on the setting of goals, evaluations and assessments which can influence the performance of their students and teachers also. The most dynamic aspect of leadership of the school is to associate the instructional stuff and material with the outward standards. Secondly, measuring progress of the goals of organization. Thirdly, for improving the performance, the task of the leadership is adjusting in the school programs and fourthly, managing curriculum and instructions

within the school. Leaders of the schools play a significant role in the assimilation of internal and external accountability system by encouraging their staff for the sake of aligning instruction with the standards of the school and learning goals of the school. Another crucial role of a leader which has grown in this century, and which increased the onus of school leader is to collaborate with the communities around them and with the other schools also.

Now a days, leaders of different schools are sharing their resources, boosting the collaboration, establishing networks, and working collectively. They are now moving out of their school boundaries and making connection with the outside world. They are working as a whole and focusing on the professional improvement. This leadership assignment, which is beyond the school, also includes enterprise with other schools, social agencies, communities, universities, and policy makers on a local, national, and even at international level. This wider engagement of leadership affecting positively on the wellbeing of all young learners of the town, city or region. This harmonization and articulation of effort for a common purpose is named as “a Systematic Leadership” which mixes and integrates the classroom, school and the whole system levels for the sake of enhancing achievement of the students. It refers to the thinking of a leader at National level. Also, in professional development and participation of teachers in professional learning, leadership of schools plays a key role. Learning-centered leadership recognizes the elevation and participation of teachers in learning and development which increases the student outcomes in a strongest way. For improving teaching and learning process, the planned use of school assets or resources and their alignment with the pedagogical determinations are the key responsibility of a leadership within the school (Pont et al., 2008).

New moves towards teaching and learning process and varied population in the form of students within the schools has changed not only the responsibilities of a school leader but role of a leader in school has also changed. This new demanding role now includes managerial tasks, financial matters, quality assurance, administrative projects, managing human resources and responsibility for improving teaching and learning process.

2.4 Leadership in Context of Pakistani Schools

According to Human Development Report 2019, Pakistan is ranked at 152 countries in the United Nations Development Programs (UNDP) Human Development Index (UDI) ranking. Unfortunately, the expenditure on education is just 2.8% of its GDP in year 2013-2018. While in FY (Fiscal Year)2020, federal and provincial governments' expenditures stood at 1.5% of GDP which as 2.3% in FY2019 (Survey, 2020). This amount is not an adequate and enough as compared to neighboring countries. Researchers are agreed upon the notion that giving a proper training to educational administrators, educational planners and educational leaders can narrow down the gap concerning educational reality and educational intentions of the Government. Many studies highlighted the wide leadership deficits in the educational leadership of Pakistan. School leaders particular and schoolteachers in general do not receive a continuous and effective capacity building activities and opportunities (Asif, 2013). Every school installation is completed in a framework which is prescribed by the ideology and philosophy of a nation aligned with the national goals. In many countries like Canada, France, Singapore and USA, a school leader needs a special leadership qualification (Kuluchumila, 2014). However, in Pakistan head teachers do not get any training formally in their leadership roles. Although government has initiated many educational reforms but due emphasis on the

professional needs of head teachers is not given and as a result of this negligence, most of the head teachers are unaware about the leadership concepts like sharing and delegation of powers, concept of vision development, assessment and evaluation, parental and community participation, participative decision making and other leadership issues (Asif, 2013). The Education Policy of Pakistan does not describe what kind of training should be given to the heads and this is also not discussed that what kind of administrators and leaders are needed in Pakistan (Asif, 2015).

Teachers share their expertise and proficiencies by bringing new ideas for their schools and by contributing voluntarily to projects when they exercise informal leadership within their schools. They also proffer their leadership by assisting their colleagues in the ways of thinking about classroom improvements and expansion in their instructional techniques. They are those individuals who influence the capacity of other teachers to execute change in the school positively (Leithwood, 2003). But teacher working as a leader in informal setting is a new concept and new idea in Pakistan and does not practice much in the country. However, the policies and performance are more influenced by the credibility and authority of a teacher as compared to formal position of leadership. It could also mention that, for a change and improvement in the school, the more significant elements are informal teacher leaders. Furthermore, every teacher can lead if he is developed as a leader not as a follower. But a very few institutes in Pakistan focusing upon this concept that they should help and groom their students to develop their potential as a teacher leader rather than only as a teacher whose chore is to cope with his own class activities only (Rizvi, 2006).

Administrative system of Education in Pakistan is centralized, and this is the reason that bureaucratic and authoritative style of leadership is followed by most of

the head teachers in schools. They don't usually include teachers in decision making practices and they concentrate on their authority. Most of the head teachers at schools follow rules and regulations which they receive from authorities and sustain their status quo. Even though, some reforms have been introduced during the last decade and some powers and functions have been allocated to head teachers but still they are just implementers instead of energetic role players in the improvement of school. While female head teachers mostly are democratic leaders in their school management as compared to males (Salfi et al., 2014).

In Pakistani context, it is found that Pakistani people have more task-oriented leadership while their relationship-oriented leadership tendencies are also at high range. Task oriented individuals takes curiosity only in getting many things done at the same time. Relationship oriented individuals are more anxious about contented and harmonious individual relationship and take high interest in group happenings, but it also directs towards a kind of insecurity and ambiguity. However, the results of other studies showed that Pakistani respondents are indicating a higher level of emphasis on responsibilities and tasks, and they are also highly concerned about relationship-oriented leadership. These is the prove of notion that Pakistani can effectively and successfully equilibriize their social lives and work both in a balance way. The gender and age variables do not predict any variation in Leadership style of Pakistanis. It is proved that organizational role should nullify the gender discrimination in Managerial role in the organization. Managers or leaders of organizations in Pakistan are socialized in a culture which is in favor of empathy, supportive relationships, consideration and interpersonal Sensitivity, so they have to manage the motivation and needs of their subordinates. For becoming effective managers, they used to do so by showing relational and cooperative style of

Management, which is the most common attribute of Asian Managers (Mujtaba et al., 2011).

A very thought-provoking analysis given by Naem et al., (2019) in Khyber Pakhtunkhwa, on the bases of different Age groups. The result of their study shows that Head Teachers who has up to 30 years of age use Idealized influence which is followed by reward or compensation in the form of intellectual encouragement, respect or consideration for the individual and Management by exception. While in this age group, Laissez-faire style of Leadership is least used style. He further says that the head teachers of above 50 years of age mostly use idealized influence similar like head teachers of 30 years of age. Beside these age groups, teachers who has 31-40 years of age group and 41-50 years of age group, both age groups mostly use contingent reward while leading. Their least preferred style was also Laissez-Faire leadership style. The second most used style of Head teachers having the 41-50 years of age group is idealized influence which is followed by reward or compensation in the form of intellectual encouragement, respect or consideration for the individual and Management by exception. Another interesting finding of their study in Khyber Pakhtunkhwa is that monitoring of the schools is not much affective like urban areas of the province. It can be said that they are like collectivist who used to favor team goals more than their personal goals and they are very organized, connected and cohesive in their in-groups. These findings can be explained further in an interesting and exciting way that, in later years of life or at the early age, generally people want to be charismatic and alluring. By their personality, competency and skills, they usually aim to influence and motivate their team members and their team should idealize them is their key demand. On the other hand, middle-aged leaders are aware about the fact that to make team members work effectively, reward and

acknowledgment is the best approach. They demonstrate contingent reward leadership style most of the time.

2.5 Leadership in APSACS Culture

A school with a competent and sound leadership is measured as a successful school and failure and flop is correlated with inadequate school leadership and high-quality leadership makes a worthwhile difference in the learning outcomes and inclusive augmentation of the school (Bush et al., 2011). Army Public School And College System is an educational institution works under the command of Directorate called Army Public School And College Directorate. These are under Army command schools and are semi-private in structure, opened in 1975. Retired Army personals are mostly appointed at the level of higher-level management and leadership in APSACS but in some institutes in-service uniformed officers are also appointed at the principal level. Some APSACS have the Cambridge Wing also which is dealing with the A/O level of education. School principal has the main responsibility of school affairs while there are vice principals also in schools. This hierarchy goes down from Principal to Vice Principal and then Section Heads, Teachers and then Class Prefects of every class.

2.6 Decentralization and Section Heads in APSACS

Because of a comprehensive and a vast education system in APSACS, it is not possible for one principal to deal with the whole matters of a school effectively, so decentralization of role and responsibilities is done within the school premises. In most of Army Public Schools and Colleges, Section Heads are senior promoted teachers on the bases of their experience and efficiencies towards the tasks. While some newly opened schools directly hire Section Heads. In this case, posts are

advertised for the open competition for post. A shortlisting of aspirants is taken up on the basis of qualification and experience. The process of final selection mostly comprises a panel interview in directorate which may include both tasks of teaching and managerial. Much consideration is paid to safeguard equivalent chances to all nominees without any bias of gender, race, and personal variables.

Every school has different Section heads at the level of Preschool, middle school, and secondary school level. Depending upon the strength of schools, number of section heads in APSACS varies. These Section Heads work as a middle level leader and play supporting role in the school leadership with the help of teachers and other staff members of the school. Middle level leaders create link between the hierarchical level of the organization, they are involved in upward and downwards communication, and they are communicators with their colleagues also (Hamrin, 2011). Kafle (2013) in his article, copied the motives and reasons of existence of middle level leaders in the school by pointing out two main reasons. First is that it is common position for entering in the administrative careers while the second reason is that these people uphold and sustain the rules, standards and norms of school culture. Depending upon their motivation, their position and experiences, they make sense of transmitted message in many ways and construct an impression on the process of sense-making of others also. They engage all the members of organization in day-to-day tasks and activities.

Section Heads is a key management leadership title role that is supposed to contribute to the development, improvements, and operational management of relevant section of the school. He/she takes part in different areas of school activities like decision making about disciplinary policies, students' admission, budget allocation within the school, establishing assessment policies of teachers and students,

recruitment of teachers and many other considerable responsibilities comes under the role of a head teacher. A section head monitors teachers' performance, day-to-day quality of work while he/she has to take classes also during the school time. Furthermore, it is the responsibility of Section Head to manage all academic affairs and routine tasks related to her/his section under the guidance of principal. He/she has to assign the tasks of adjusting assessment tests for embedded check points to all the subject teachers which are to be taken in routine teaching time. A section head also contributes to the resource planning activities and do assist the Head in managing all the resources of school. With proper consultation with principal, he/she directs the academic staff, allocates teaching duties and tasks to staff in the Section. He/she also supports the teaching staff in completing their duties in teaching and learning process. Furthermore, a section head works collaboratively with the leadership and all human resources in order to achieve the objectives of Army Public School And College System with an effective and efficient approach.

2.7 Literature Review

2.7.1 Leadership Theories

In any organization, leadership is considered the most significant variable because the behavior of the leaders is vital factor which can improve or smashup the organization. The position and alignment of any organization depends upon the leadership style of its leaders. Leader usually helps in planning directions regarding future because followers drive to achieve their goals by influencing the practices and behavior of leaders. While accomplishment of their tasks and duties, employees mostly follow their leaders' behaviours patterns (Maaitah, 2018).

In order to determine that what made particular people great leaders, the leadership behaviors, qualities and characteristics were investigated, and the theories

developed. It is clearly exposed in the literature about leadership that all the theories are modified, improved, and refined with the passage of time but there is no theory which is found extraneous or irrelevant completely (Khan et.al., 2016). This relatedness depends upon the context in which it is going to be made pragmatic and applied. It simply means that working environment, information which encumbered, laws and regulations, situation, culture of organization, organizational intricacies and psycho-socio developments oddly impact upon the leadership concept and make it adequate with the organizational dynamics. Early studies of leadership adopted the ways which can be called as general or universal. One general approach of leadership focused upon leadership behavior while other have a look a leadership trait. Some important leadership theories are elaborated further in the following:

2.7.1.1 Great-Man Theory

In early 19th- century, Leadership was considered primarily as a quality of Male, notably in term of military leadership and that was the reason of using this term: “Great Man”. Thomas Carlyle, in 1847, claimed in his “great man theory” that only those men who are brilliant enough with heroic capacities and potentials could become the leaders as leaders are born with gallant and audacious qualities. The conclusion of his Opined was that great leaders are born not made. Sidney Hook was an American philosopher and he expended further this perspective of Carlyle by highlighting the impression which could be made by eventful man and an event-making man. Will, outstanding intelligence capacities and character are the distinction on which an event making man’s role is grounded upon. However, this concept of Great Man was morally defective and substandard as the cases of many great men like Napoleon, Hitler and many others unfolded. Capacity for leadership is inherent is the

main conjecture of these Great Man theory. These theories usually describe that great leader are often mythic and meant to rise towards leadership whenever needed.

Educational implications of this theory can be seen in a way that it demonstrates the teachers to recognize their inborn potential and talent. It could be used to identify great man and trials and victories of their lives to give motivation to educational leaders and teachers that they can also be great by polishing their inborn potentials.

2.7.1.2 Trait Theories

It is considered as a first, well organized approach of 20th century which meets upon the psychological and physical traits of effective leaders. It tells that leader have some dissimilar traits which make them exclusive and unique from other ordinary humans (Filho, Pimenta, & Borges, 2015). This theory was based on the impression that leaders are born with certain specific traits which cannot be seen in all humans. Because of these inherited traits people become leaders naturally. Traits can be defined as some habitual behaviors, emotions, and thoughts of a person. These leadership traits were learned, developed or were in inheritances was completely ignored in trait theories. These traits can be differed in the individuals and comes from internal beliefs, but they influence upon the behavior. According to this trait theory, it was believed that good leaders were possessed the traits of judgement, initiative, objectivity dependability, self-confidence, integrity and physical prominence like weight, height, and appearance also. Two traits that identified by Jenkin were emergent traits and effectiveness traits. Former traits are those traits which are completely dependent upon the heredity like intelligence, height, and self-confidence while later traits based upon learning or experiences comprising on charisma which is an essential component of leadership (Khan et al., 2016). When

traits of military leaders and non-military leaders are studied, it exposed in late 1940s that some distinct traits are established or developed at distinct times.

In educational institutions, this trait theory is applicable while appointing or selecting the headmasters, head teachers, directors of education and all other personals who are in heading position of the schools. This theory helps in accessing the leadership qualities in the applicants. Secondly, head teachers or headmasters can also use trait theory in selection of various leadership positions like coordinator, house master, cultural master etc. Teachers can also apply this theory when they have to select class prefects, school prefects and project leaders to formulate them as the future leaders. Headmaster or staff of a school can become more knowledgeable about their strengths and vulnerabilities by using trait theory and they can also plan to develop best.

2.7.1.3 Contingency/Situational Theories

In 1969, the first model of situational leadership was introduced by Fiedler. No style of leadership is perfect itself and can be used alone is the endorsement of this contingency theory. This theory explains that the internal and external aspects of any environment have different demands to their leaders so there is no one and only or a single way to lead. This theory proposes that style of leadership depends upon the maturity level of subordinates. Situational leaders deal with each employee differently based on the task or project at hand in order to make them more confident and to hunt for opportunities for subordinates to learn new skills. Trait approach and contingency approach are the approaches which promote a fixed style for leaders while situational approach demonstrates a high degree of flexibility with the followers. Although the situational leadership emphasis upon the leaders mostly, its emphases into group

dynamics. This theory indorses that style of leadership should be accorded with the subordinates' maturity.

This kind of leadership is applicable in all types of projects, tasks, level and of any type of organization (Northouse, 2013). Educational leaders work in the environment which is challenging and frequently changing because of the emergence of new technologies and new pedagogies which are having a demand to work with a highly professional and technical staff with various levels of competency. So, demand of this theory increased in this situation. Secondly, at classroom level, every student has difference of opinion, grasping things and being smarter. Each situation demands differently to be handled by the teacher. A good teacher must change his/her style while dealing with different kind of students.

2.7.1.4 Behavioral Theories

Behaviorists believe that people are not born with any kind of leadership trait or uniqueness, but they can be trained, and the important traits of leadership can be taught. Blake & Mouton (1985) explained that great leaders can be made not born. Anyone can be a leader if he has a proper training or environment where he can develop his leadership qualities. In University of Michigan and Ohio State University, many techniques are used to observe the behavior of leaders in laboratory setting and this research uncovered two categories of behaviors which are task-oriented behavior and people-oriented behavior.

In educational settings, there should be a suitable training and a decent environment for the development of leadership qualities. Developmental programs should be organized in order to encourage the individuals to see themselves as leaders.

2.7.2 Leadership Styles

The behavior of a leader while directing, guiding, motivating, and managing the group or cluster of people in the organization is usually called the leadership style. It can also be said that leadership styles are taxonomies that indicate that how a person behaves while leading a group (Cherry, 2020).

It is concluded by Maicibi (2005) that the required achievements of the school cannot be achieved if a leader is not using a proper leadership style in his institution. School performance is pretentious and outcomes according to the demands are not possible to achieve when a school has no proper guiding souls, school is not using the available resources proficiently, the time of students is not utilized properly, teachers are not trained accordingly and they don't have essential, up to the mark knowledge to monitor performance.

2.7.2.1 Transactional Leadership Style

As human beings value the concrete and quantifiable reward as the exchange of their efforts thus this behavior raised. A leader with transactional leadership style gives contingent rewards to his followers to explain his expectations to the followers and he appreciates the upright performance of his subordinates. This leadership style covers three important components which are contingent reward, management-by-exception in active form and management by exception in passive form. Leadership in Contingent reward style emphasizes on accomplishing the fallouts and results. Leaders use this style for giving directions to their teams. Rewards based on performance, confidence building of a team and direction-setting are the indicators of contingent reward. In management by exception in its active form, a leader has trust on his/her employees intrinsically that subordinate will accomplish a task to a satisfactory level.

If target is achieved, it means everyone is satisfied and system has worked appropriately. This kind of leadership does not motivate employees to achieve beyond expectations because there will be no new perspectives or risk-taking sense in the task. Management by exception (active) have poor communication, trust in workers, lack of confidence and status quo is maintained by the leader. Third style of transactional leadership is Management by exception in passive form. In this style, a leader flop to deliver standards and goals which employees are going to accomplish.

In setting of school, transactional leadership is seen when a head assigns the roles and responsibilities to the teachers or pupils and identified them clearly that what is anticipated from them. When they accomplish these assigned tasks, teachers, and pupils both are awarded with prizes or praise or by giving promotions. While failure to achieve these goals and fulfilling the expectations moves towards the negative rewards like warnings. Teacher can also attract the less motivated students towards the process of education with the help of this leadership style.

2.7.2.2 Transformation Leadership Style

Transformational leadership style encourages the followers to attain the needs of higher order as self-esteem and self-actualization. This motivation surges the followers towards achievement of organizational goals over personal interests. Leader validates high level of involvement and concern for followers and engenders a shared risk-taking sense among all members of organization. This intellectual stimulation stimulates the followers to become more innovative and more creative concerning their problem-solving skills. However, this style of leadership does not incorporate all the factors that induce innovation.

In educational setting, in order to hone the skills of teachers, the school head can provide professional training opportunities. In-service trainings and courses

opportunities develop their professional behavior. A head does not only provide the right opportunities for individuals but he himself plays the role of an advisor and provides the base for self-actualization of followers. A teacher organizes the process of education in a best way according to the individual capabilities and abilities. He/she can arrange activities in which students attain the most excellent results according to their skills.

Great and wonderful leaders can inspire other people to perform in a better way, to create and originate something new or different and they also could stimulate the social change. Model of Hersey and Blanchard is considered as an appropriate style of leadership. They presented four basic styles of leadership in their model. These styles are Directing Style, Coaching Style, delegating style and Supporting Style.

2.7.2.3 Directing Style

This style can define in simple words as “telling people what to do”. The leader takes control every course of action and want the whole things are done as he prefers it to be done. This style is successful when subordinates of a leaders are less motivated and low in their capabilities. It is a high task and low relationship style of leadership.

2.7.2.4 Coaching Style

Coaching style of leadership is a valuable style in which leader supports colleagues and supposing them to achieve developmental goals. Partnership and collaboration are the identification of this style because a leader behaves as a coach, enable the subordinates towards creativity, communicates well and motivates employees to do a good job (Karlsen & Berg, 2020). This style of leadership is effective when the subordinates are motivated enough towards the completion of task,

but they have less or low abilities for completion of the required task. It is a high-task and high-relationship style of leading in the organization.

2.7.2.5 Supporting Style

This style is one of the leadership styles which defined in path-goal theory (1971). It is defined as a style in which needs and well beings of the followers are concerned and desirable environment for the interaction is created. Supportive style is regarded in path goal theory as key aspect of effective leadership. This style focuses on emotional and social support for the employees and individualized attention with developmental aspects of the followers is concentrated (Shin et.al., 2016). It is high relationship but low-task style and is appropriate for the situation where subordinates have low motivation but adequate and ample abilities.

2.7.2.6 Delegating Style

When someone is empowered by superior to take a particular responsibility, delegating style of leadership implies. It is a kind of more relaxed management environment in which employees are engaged in decision making process. It is closely related to the empowerment. Employees feel empowered when they believe themselves to competent enough to make a difference. Employees usually feel themselves to responsible for their work outcomes and believes that their job is meaningful when the delegation of tasks is employed by the leader (Zhang et.al., 2017). This style is applicable when subordinates are highly motivated and perfectly skilled persons. It is a kind of low-task and low-relationship kind of style (Lunenburg & Ornstine, 2004)

Literature of leadership says that Fred Fiedler was the first who introduced a situational theory of leadership in true sense. He identified two main styles by

combining both trait and behavioral approach of leadership. These two styles were task-oriented leadership and relationship-oriented leadership. He reasoned behind his theory that the style of leadership is like a mirror image of the personality of a leader and even every leader can fall under his two categories of leadership; task oriented and relationship-oriented leadership. He developed a questionnaire called LPC (Least Preferred Coworker) measure in order to measure the leadership style. It is a measuring scale which asks from a leader about the person with who is least preferred for him or her. This theory recommends that appropriate behavior of a leader fluctuates in the favorable situations (Griffen, 2015).

In order to reach the standards of current international education, it is expressed in the studies that Transformational Leadership Style is more appropriate in Pakistani Private education context. This style is more prominent and influential to make sure positive feelings of employees' values in job performance and to achieve organizational outcomes whether they are human oriented or financial outcomes (Torlak & Kuzey, 2018). Findings of Ryan & Tipu (2012) also revealed that Transformational behavior of the leader inculcates a novelty supporting culture and boosts up trial and error and risk-taking ideas in the organization.

Findings of study of Amin et.al (2018) are consistent with the other studies of different countries; United States, Tanzania, Thailand, Israel, which indicates that the laissez-faire style is least practiced in educational settings while the practice of transformational leadership is practiced more as compared to transactional leadership extents. It can be supposed from these findings that transformational leadership style is generally practiced style of leaders around the world. Studies of Simkins et.al., (2003) in Karachi Pakistan, shows that generally, there is devastating effect of Government System culture on leadership behaviors, however national culture is also

an important variable in leadership behaviors of Head Teachers, but this influence revolves around personal factors and system. Pakistan is exceedingly power distance culture in which subordinates shows dependence on superior or boss and give preference to boss who takes decisions autocratically. But the dynamics of power and dependence functions differently in each school. For example, in one school, this all about social status of head teacher while in another school hierarchal position in the school creates some degree of teacher dependence on head teacher. While the study of Awan & Mahmood (2009) shows that autocratic Leadership Style is followed mostly in the University Libraries of Pakistan. A very high score is found in favor of task-oriented style of leadership and it's a most dominant style of university Library leaders.

Even though the cultural differences are present between Pakistan and Western World and although mostly leadership theories, e.g., managerial Grid, transformational and transactional Leadership, are originated from Western world, theoretical implications of these theories are not restricted to Western World only. It can be applicable in Asian societies also (Amin, Tatlah, & Islam, 2018). Depending on the circumstances of leadership and the quality of employees, a leader can use more than one style of leading the people. It depends upon the leader or supervisor to apply any style of leadership according to the situation and the type of task in order to achieve targets and organizational goals (Putri & S., 2018). Data of different provinces of Pakistan; Punjab, Sindh, KPK, Gilgit Baltistan and AJK, revealed that leadership style and situation of leadership is different throughout the country. It is also found that head teachers had a slight focus and motivation on academic development. This is the reason that they oversight the curriculum enrichment activities, association of teachers towards professional learning and endorsing a

conducive and favorable learning environment for their students. Furthermore, a noticeable impact of vision of political leaders and style of governance of leaders on leadership practices in school is also observed in the studies which are done in Pakistan (Riaz et al., 2017).

Results of the study of Kale & Ozdelen (2014) discovered that those schools where students are forced towards learning and have a controlled system within the boundaries of school, their teachers are more tend towards traditional and authoritative. Those schools which are having high socio- environment their teachers possess a participatory and democratic kind of behavior while traditional and authoritative kind of leadership is found in the schools having low socio-economic level. Findings of this study also shown that traditional style of leadership is shown by those teachers who have tenure of 1 to 10 years, and participatory or democratic style of leadership was shown by the teachers having 21 or above period of their tenure. Another important and interesting finding of this study revealed that religion teachers represented a traditional authoritative kind of behavior while democratic leadership and participative behavior was shown by the English teachers.

Leadership and management are two diverse concepts but they both are essential for effective school functioning. Research work of Niqab et.al (2015) in the province Khyber Pakhtunkhwa, in Army Schools, Fizaia Schools and Federal Schools, describes that although level of skills is different in these school due to polices and rules of the schools, but their principals have the leadership skills. Leadership Skills level of principals in Army Schools is low because of managerial role of principals. Principals who are appointed in the Army Schools are mostly retired from other army corps and they do not have attributes of educational leaders. Instead of listening others in the school, they always track to hard and fast rules, but

despite all this, they have qualities of a good administrator. Principals of Fizaia schools reflects sharing of vision and involvement of teachers and they are mostly retired from education core. While in federal government schools, educators are posted as principals who are promoted from teaching group. They know the fact that they cannot get success until they include teachers in school affairs. They believe in teamwork and train in organizational citizenship behavior. This study proves that in some schools of Pakistan, there are educational Leaders while in others there are administrators.

2.8 Soft Skills in Leaders

Soft skills are the alternative expression of “peoples’ skills” or the skills which are transferable from an individual to another. Soft skills are the personal characteristics and attributes of an individual that augments his interaction, his performance and his scenarios and prospects regarding his career (Vasanthakumari, 2019). In other words, soft skills are the communication styles and an elusive behavior of an individual that help to make the environment of workplace easier to cope and deal with. Hard skills can be measured and proven but soft skills are reciprocals of hard skills because they are intangible and cannot be quantify easily. Soft skills are applicable broadly in far and wide but hard skills are precise towards any task depicting a competence towards the accomplishment of any specific task (Cimatti, 2016). Soft skills implicate all the stake holders of a school like students, teachers, parents and the school heads also. It is a capability of collaborating with all the colleagues who are working in the same organization. In this challenging world, it is not satisfactory for an employee to execute only a complex job like monitoring, operations and maintenance but he or she may also entail to possess ability of

problem solving, mental power and aptitude of adaptability to go through the changes with this every day changing world (Wats & Wats, 2009).

The soft skills of leadership are as much as important as the hard skills of a leader. There is a visible influence of soft skill practices of school leadership on the improvement of a school specially in managing the employees of the organization for getting the excellence in the organization. It is compulsory for a headmaster that he should adopt all eight components of soft skills while playing a role as a leader. These eight skills include Communication Skills, Leadership ability, Teamwork or collaboration, Initiatives, Personal development, Planning and organizing, Personal mastery and Presentation Skills. These leadership soft skills make a leader able to empower teachers and to advance the human capital which is unavoidably required in the new tendency of leadership now a days. Leader of a school must be good at communication, skillful and intelligent in managing collaboration and have a vision and mission in a planned form in order to move the school towards progress. He must be smart enough that he can evaluate the strength of teachers in order to get success in the organization which they are leading (Ngang et.al. 2015). School leaders sometime find themselves in the situation where they have to negotiate, they have to respond in emergencies and resolve disagreements and disputes in the day-to-day maneuvers. This all needs the capability and competence of a leader to use soft skills successfully (Muchanje, 2020).

2.9 Communication

The corner stone of soft skills is communication (Vasanthakumari, 2019). Communication is the most important and the most essential key in leadership process (Luthra & Dahiya, 2015). All the activities in leading people in the organization involve communication process. Communication can be defined as a process of

conveying information from one person to another (Griffin, 2015). If a leader has cluster of leadership qualities and excellent style of leadership but not good at communication, cannot be considered as a successful leader. Everyone can play the role of communicator and run the process of communication. But the quality and worth of communication may vary from person to person and it totally depends upon the communicator that how he or she is able to communicate effectively. The delivery, acceptance and understanding by the recipient of message is most important in achieving effective communication process (Wikaningrum & Yuniawan, 2018).

There is no exact definition of communication is found in the literature because every scholar is engaged with this term in a different way. That is the reason that communication is found with the different approaches in the previous studies. Sometimes it is defined as making or producing of different sounds. Wrench & Carter (2012) mentioned in their book the definition of communication given by Frank Dance. He explains that what makes communication a communication of human is the swiftness, sweetness, sourness, diffuseness and dazzlensness in it because human communication is a dappled thing indeed. Another definition says that human communication is a process or progression of an individual to stimulate and arouse the meaning of the message in the mind of another person or the group of people with the help of verbal and non verbal message intentionally. In reality, communication is a two way process and always a complex and an intricate process as well. In this process one person talks and other listens. But in this listening process, the other one is also sending feedback to speaker in the form of head nods, smiles or frowns and body language. These non-verbal behaviours are able to carry supplementary ancillary information to the delivered message. In other words, communication is an interactive process (Hossain, 2015).

Klyukanov & Sinekopova (2019) defines that communication is a bustle or an activity which has many interconnected but separate steps which occurs over time. They defined communication in the perspective of time that communication is always dependedent on time because at the same time two communocations can not occur. As time is always a changing phenomenon so communicaiton is also an ever-changing process. According to Duta (2015) communication can be well-defined by saying that it is a process which aids in conveying ideas, feelings, thoughts, sentiments and attitudes from one individual to another. A person who sends a message or start communication is called “sender” while a person who responds to the message and finishes the communication is “receiver” of the communication process. This process can be in form of verbal cues and in spoken also. In simple meanings, communication is a transference of a message or information from a person to another person or group. It can be depicted in structure of a triangle.

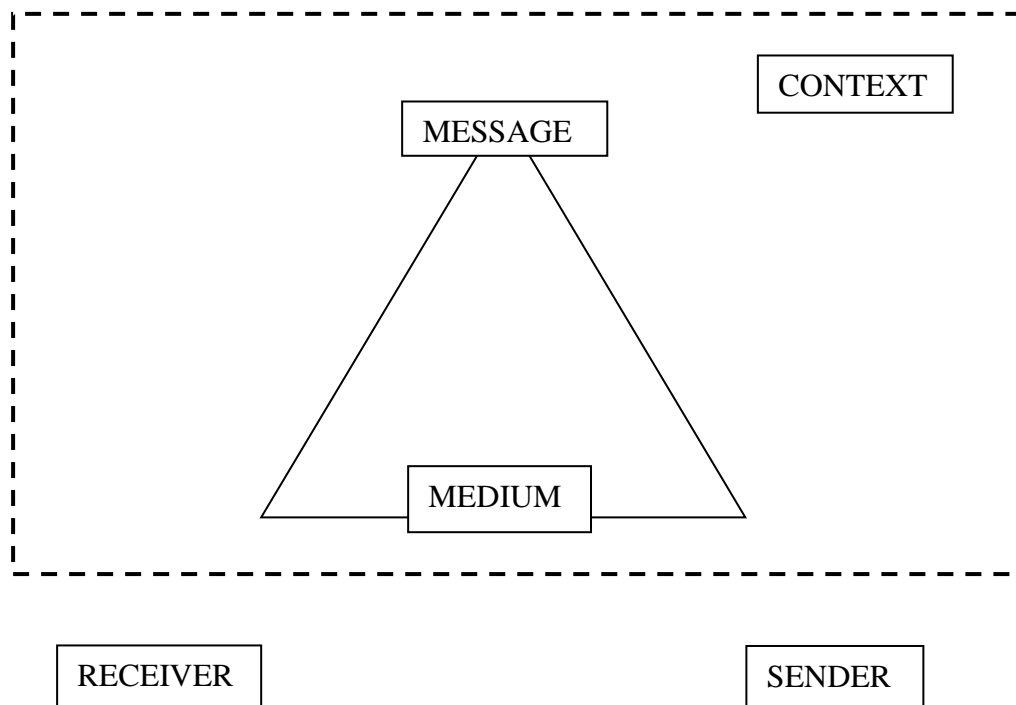


Fig2.1 Communication triangle

It is a most important skill for any profession, especially in teacher student relationship. A teacher can use different modes according to the individual differences of students and for more effective learning in the school. Body language and other non-verbal cues of a teacher also plays an important role in positive environment of the classroom. Students mostly like to have personal interaction and communication with their teachers so technology can make this communication process more at ease. In teaching-learning process, communication is a crucial and an indispensable factor. Students who show curiosity in learning and teacher who always shows enthusiasm or interest in teaching, and who have the attributes of respect in the classroom and good communication, always prove a positive relationship in the classroom. Communication is an art and most of time teacher at any school have the thoughts that their students are getting the accurate meanings of the message they are aiming to execute towards their students. But unfortunately, they usually get the message in close meanings or even sometimes different from the original message of teacher. When there is an open communication, it increases the confidence of team member of any group. It upsurges the productivity and motivation also.

Effective communication has different meanings than communication. Effective communication occurs when receiver is able to decode the message as closest in meanings as the sender intended to do. The words of sender should not be misrepresented because of the noise or stagnation (Griffen, 2015). Effective and operative communication is significantly associated to the organizational commitment, motivation and job satisfaction of employees. Task oriented leadership focuses upon the behavior of supervisor towards completion of different responsibilities and attainment of organizational goals. The higher level of performance of the employees has been linked with the clarification of goals and tasks. When managerial

effectiveness is there, then goals can be achieved more easily and exactly. It becomes difficult for employees to accomplish a task when there is absence of clear, well organized and efficient communication for helping employees about any task. Appropriate communication in the organization maintains and builds relationship of trust between employees and leaders because most of the employees have desire to have a good relationship with leader. Thus, leadership style and communication competence both are valuable and important variable in understanding the outcomes of the employees. most importantly, leadership style and communication competency can also be helpful in teaching new supervisors that how can they improve their relationship with their subordinates and can also improve their work team and output of the group (Mikkelson et al., 2015).

Interpersonal communication plays as a leading role in the organizational commitment. Effective communication of Nurses in the Health Care sector of Pakistan enhances the work productivity and enable them to manage their work with the help of team building. With effective and proper communication, they can deliver best care to the patients. It can also benefit them in making important decisions regarding patients (Farooqi & Ashraf, 2020).

Griffin (2015) described two important forms of Interpersonal Communication: Oral Communication and Written Communication. Oral communication is face to face communication, a group discussion, phone calls, conversation or a situation in which, for expressing of meanings, spoken words are used by the communicators. The most important advantage of Oral Communication is that it provides feedback quickly in form of facial expressions, questions and gestures. Written Communication is everything in writing. It can be in form of report, email, notes or letter for the purpose

of sending message. It is responsibility of a Leader or Manager to choose best form of communication according to the situation.

S.S and Putri (2018) defined five important elements for an effective communication. Those are Openness, Empathy (the ability to think from perspective of another person), supportiveness, positiveness and Equality. In interpersonal communication, a positive attitude means the capability to see in an optimistic and respectful way to others. Positive motivation is generally like praise or recognition and sometimes it comprises on the behavior that everyone imagines or expect. Regardless of the inequality of people, like one may be keener, handsome, lush or beautiful than other, Equality in interpersonal communication refers to the equality of the environment. This means that everyone in the organization is equally important and valuable because every individual has some important contribution in achieving organizational goals. This study has been done in an insurance company of Jakarta. Their study resulted that, depending upon the setting and circumstances of leadership and the excellence of followers, a leader can use more than one style of leadership at different occasions. This is because of the reason that a supervisor or a leader has to adjust and manage all types of tasks and the environmental situation also in which organizational tasks can be done and aims can be achieved. In this regard, communication skills and communication style of a leader is also important because communication is the only element which can amalgamate the roles of leader and subordinates. When there is lack of suitable interpersonal communication between employees and superiors, then the dissatisfaction among the Employees occurs. For increasing Job Satisfaction in the Employees, attitude of openness, responsibility, act of honesty, and use of cohesive and a unified language while communicating with

each of the employees, are the main characteristics of effective interpersonal communication between leaders and employees.

According to Luliana & Octavian (2012), in the perfect alignment of any career, communication is necessary because it is a best way through which someone can share his or her knowledge, potentials, qualities and skills with others. The communication process cannot be endorsed out in teaching learning process without having the knowledge of different aspects of personality, language, roles, status, expectations, functions, performs, competencies, aptitudes and disfunctions. If a teacher knows these psychosocial features, he can impact more than the message content itself. The effective contact and collaboration between students and their mentor will improve the cognitive and effective exchange of message for shared understanding, high performing conducts and expansion in knowledge. Additionally, to secure the trust of students, a mentor should be a good listener because among different partners, a better recognition of any informational message can be workable with active listening only.

2.10 Importance of communication in leadership

An important component which has a direct impression on the mission and vision of any organization is communication which is coming from the leadership of the organization. Leadership communication is transferring or dispensing the information, knowledge or data through which a leader influences his/her employees, colleagues or whole organization. Important elements of good leadership communication involve many variables like knowing people and their styles, understanding cultures, being knowledgeable and well informed, keeping up meetings and running organizational configurations (Smarp, 2019). Communication is not a narrow process of receiving or giving commands, dispositions and mandates

but it includes the transfer of soft powers because through this shift or move of information or data, the achievements of tasks take place while goals and objectives are also attained. Secondly, the information which travels around and inside the organization is mean of control and power. Because the leaders or managers in the organization always operate and control the information circulating inside the organization. (Maria & Ionut, 2020).

Effective communication is a kind of dexterity, an ability or skill which should be adapted and practiced for the better or improved outcomes in any organization (Shrivastava & Prasad, 2019). Communication is essential and helpful in decision making of a leader. The decisions and plans cannot be effectively delivered to subordinates without effective communication. It is because of the effective communication that a leader can change and adjust positively the behavior of his subordinates. As communication is interchanging or exchanging of information or ideas so, it always brings unity of action in achieving the common objectives. When goals are delivered effectively, efficiency of a leader increases. Issues are resolved, instructions are delivered, and fulfilment of responsibilities cannot be possible without effective communication; People can bound together and coordinate with each other when there is effective communication from leadership. They can share their grievances and suggestions to their leadership. Communication sometimes acts as a tool of control in more operative way. Communication brings the leader and subordinates in the close contact with each other. Through proper communication the workers are more motivated and morally boosted towards the achievement of goals. Because a leader or manager can motivate employees with effective communication. He can constructively assign or delegate tasks and duties to his subordinates. This clarity of tasks upsurges the productivity and saves wastage of time and effort.

In this world of technology, every organization necessarily maintains its good reputation and standing in the society. This good image can be only shown to outer world with the help of communication. Effective communication helps the leader to sustain respectable relations with all the stakeholders like customers, shareholders, suppliers, government, and the entire community. A leader can come up with many important skills, but communication is the most important skill which a leader has. It is mentioned in the study of Hossain (2015) that human beings allocate more time on listening than doing anything else in their daily routine. He states further that 70% of time is spent in communication while 9% is in writing, 16% in reading, talking is 30% and listening consist of 45% of our daily waking time. A thing which enhances mutual understanding between persons while communicating with each other is active listening. Great leaders have the responsibility to run an efficacious and efficient communication among all the members of organization in order to achieve goals in a right way. It is very difficult for a leader to share ideas, build trust, defeat the assortments and successfully transfer the objectives and goals of any task without good communication skills. Successful communication, in which listener understands what speaker wants to convey, diminishes the gap concerning the leadership and employees. They are ready to work with additional zeal and zest for their organization because confidence and mutual trust is increased with good communication.

In the school premises, the purpose of communication is to accelerate the process of education by extension in the goals of schools. But this function completely depends upon the skills and abilities of leadership executives in appropriate and effective communication with all the members of school community which are involved in the process of education. Because a detailed and complete

information from the school management and leadership is always a demand and need from those who involved in the process of education. More effective management can be established with the assistance of communication between the external and internal environment of the school. Furthermore, an education leader can make more applicable decisions by gathering pertinent information. While conflicts and skirmishes about any information or decision can also be minimized (Saitis & Saiti, 2018).

Khan et al. (2017) described that fifty percent teaching is measured by knowledge while the rest of teaching as all about interpersonal communication skills. A teacher should have both, good knowledge, and good skills of communication for effective teaching. They further revealed that mainstream of the students has the opinion that those teachers who possess good skills of communication, no matter they are dealing inside or outside the school with their students, those teachers make the students learn well as compared to those teachers who are not as much better in communication. Communication is the same as a game-changer (Parveen & Nawaz, 2021).

In its true sense because with the help of productive and fruitful communication, the climate of schools can be improved, and satisfaction level of all stake holders can be enhanced. Self-assured raconteurs and communicators are successful head teachers at the schools. They are talented enough to involve the mind and souls of those whom they lead towards the perfect completion of tasks with the help of their communication skills. Good communication from the heads supports the people to grow and an improved thoughtful process transpires whereas higher level of trust between them generated which leads and motivate subordinates to be on track regarding the regulations and moral values which a head wants to inculcate in them.

2.11 Section Head Teachers and Communication

Section heads are those individuals who are responsible for generating a bridge between the leadership, teachers, students and community in order to accomplish an effective milieu of the school (Parveen & Nawaz, 2021). The In the sphere of a section head teacher in school, four types of communication occur: upward communication, lateral or horizontal communication, downward communication and diagonal communication.

In upward communication, section head communicates with the principal or the higher hierarchical positions directly in form of reports, questions, requests, positions ideas and views. The information about the actual status of any task is given to higher administrations of the school by Section Heads with the help of this form of communication. A leader needs to know the importance of information flow through upward communication if he wants to be conscious about the happenings in the organization. This communication also helps the leaders to check out the effectiveness and practicality of their own orders or instructions. Regular meetings of Section Heads with the principals and administration in order to identify problems and gather suggestions is easily managed with upward communication in the school.

Downward communication is a traditional kind of communication (Saitis & Saiti, 2018). This communication implicates a head teacher in communication with his/her staff and students also. It includes orders, coaching, any disciplinary action or general information. This form of communication is time consuming and less accurate process because the meanings and perception of the instructions or orders from one hierarchical level to next level can altered while sending any message.

The horizontal communication involves head teacher to share information or news with different head teachers at the school. With the help of horizontal

communication, a head teacher communicates with different head teachers at same hierarchical level in order to coordinate in different activities of school. Synchronization between several activities in the organization is safeguarded with this form of communication. An example of this communication is the coordination and communication of section heads about usage of audio-visual aids in their pertinent zones.

Diagonal communication occurs when a head teacher communicates with those members of school who are not reporting to him/her directly. It takes place without any sequence or chain of command or any formal reporting hierarchy. For example, for the grounding of annual prize distribution ceremony of school, a head teacher can communicate with finance department, with the parents, with the head teachers of other sections and with students also. This kind of communication increases the coordination in inter-department and also boosts up the self-confidence, morale and motivation of employees (Romford, 2021).

2.12 Barriers to leadership Communication

In its simple meaning, Communication is a spread of information from one person to another person or group. To accomplish a good quality communication expertise is not always an easy task for any leader. Effective leadership communication means that transfer of information is done according to the capability and competence of receiver, and it is to make sure that information or the message which is passed is exact in meanings which was in mind of the sender. Effective leaders always ensure that no miscommunication of any kind should be done but practically there are many barriers like noise, difference of understanding levels, disturbance and difference in the cultural backgrounds make the communication

process less effective (Luthra & Dahiya, 2015). Some of barriers are as follows which can affect good communication.

1. It always confines a leader to communicate efficiently when formerly purpose and planning is deficient before communicating with the team.
2. Communication process becomes ineffective when abilities and nature of the audience is ignored.
3. Leader's communication becomes less effective when there is disrespect and lack of trust on each other.
4. Leader's choice of wrong medium of communication, language and choice of words also make communication process less operative (Smarp, 2019).
5. Communication of a leader becomes miscommunication when he ignores the emotions and sensitivities of his listeners.
6. While communicating, snubbing the feedback part is also a biggest barrier to communication.
7. Ineffective communication transpires when leaders are lacking in values, courage, knowledge and self-confidence.

Affective communication can be detriment by many impediments and barriers. Luneburg (2010) divided these barriers into four important categories. These categories are physical barriers (physical interruption or destruction), process barriers (break down in the cycle of communication process), psychosocial barriers (receiver decodes and sender usually encodes the message in the milieu of their expectations, needs, values, perceptions and backgrounds) and semantic barriers (meanings of some word can be different for different receivers). If a school want to enhance the usefulness and effectiveness of communication, it must develop the awareness about

the responsibilities of receiver's and senders in the communication and observe active listening skills between leader of the school and subordinates. In this way, the sender will be encouraged to provide more information and receiver will keep away from giving advice or throwing judgments.

Talking about the challenges and barriers faced by female adult students in Universities and Colleges of United States, literature review of Lin (2016) says that adult students at colleges and universities have fewer contemporary friends with whom they can indulge themselves in conversation or discussion about their educational topics. Secondly, there is the matter of generation gap also with the nontraditional students which they feel at the time of communicating with the younger students. Mostly students are younger than those students who are re-entering in the collage environment and they are having their different main concerns and values. Thirdly, the academic experience is also affected due to the quality of relationship between non-traditional female students and their relevant instructors. So, it is necessary for this certain group of students that their family, universities and peers help them. This encouragement would help these students to ensure their confidence, their attachment and for building a trustworthy relationship particularly.

2.13 Studies on Relationship of Leadership Styles and Communication Skills

Leadership of a school and heads of schools bestow more time spending in dealing with the matters and hitches of people within their framework, culture, and atmosphere of school. That is why an active leadership significantly affects the success of any school (Benda & Wright, 2002). Leadership styles and communication aptitude both are studied widely in past and proved that the direct relation with supervisor or leaders leave a great influence upon the employee, and in this regard,

leadership styles and competency of communication are the most important variables to understand employees' outcomes. There is a most consistent and constant link between Relation-oriented leadership and employee outcomes. It is because of the reason that employees of any organization always wish to be treated in a good and respectable way and want to have good working bond with the supervisor. Many employees want their leader would know them at personal level and care about their well-being and existence in the organization. Moreover, a leader can create a more attractive and enjoyable environment for the employees when they have emphasis on relational part of leadership. Leadership is always indorsed through communication. A completion of organizational task is connected with the leader's ability to communicate effectively and his/her leadership style which increases the motivation, job satisfaction, and organizational commitment (Mikkelson et.al., 2015).

Transparency between communication of leaders and subordinate helps in building a strong relationship between them. It boosts self-confidence and trust also. Transparency and clearness of communication reduces misinformation and nervousness among employees and the gap between leaders and followers also can be removed with the help of transparent communication. An important tool for a leader is self-awareness because he can become a better leader by improving relationships with colleagues by handling with their emotions. Knowing about the weaknesses, strengths and skills of human power has the biggest impact on the work environment and it can also exterminate the communication barrier. A leader who can communicate in a better way and provide instructions to his employees without any confusion or communication barrier, can increase the satisfaction of the employees in a better way. When the leader conveys true information, then the participation and feedback from the employees increases. Furthermore, the trust of employees,

brainstorming and the trend of truthful relevant information also upsurges when vibrant and clear communication occurs. Leader who gets success in building informational transparency in sharing ideas and feedback with their subordinates, leads towards intensification in the employee's accountability and participation in the organization (Basit & Siddiqui, 2020).

Nizad & Jenaabadi (2014) Studied about the relationship between communication skills and knowledge management by taking sample of 180 Managers of Zahedan University of Medical Sciences in 2013. This study says that there is a considerable correlation between the knowledge management of managers and the communication skills. Secondly, study says that there is also a significant correlation between the Managers' relationship-oriented style of leadership and Knowledge management but there is no relation between the task-oriented leadership style and knowledge management. Furthermore, there is a direct relationship is visible between leadership and calculation of damages in teamwork and in the organization. Transactional style of leadership and Transformational Style of leadership are faultless and perfect models of leadership which have positive consequences on working groups in the organization.

Study of Parveen & Nawaz (2021). is done in the area of Punjab, Pakistan at secondary school level in public sector schools. This study states that climate of the school is a crucial and indispensable factor for the active schooling and learning while communication is necessary and a vital part of the schools at every level. This study proved statistically that the basic need for head teachers at secondary school level is communication skill. If head teachers at secondary schools wanted to have a healthy and supportive climate of the institute, they must improve their communication skills. If they have good communication skills, their students will show an extra encouraging

environment to their students and increase their success and achievements. This study also demonstrated that there was a strong relationship between communication skills and climate of the school whereas no difference was found in the communication skills of female and male head teachers of public secondary schools of Punjab, Pakistan.

Study of Vries et al., (2010) clarifies the fundamental components of human-oriented and charismatic leadership. Human-oriented Style and charismatic leadership styles both are based in communication styles at a significant extent according to this study. While task-oriented leadership style is to a lesser extent communicative, and it can be considered more managerial style than a leadership style. This study has many other notable findings also. First is that different communication style profile is characterized in both leadership styles. Human-oriented leadership is greatly related to supportiveness, but it is associated slightly with expressiveness and aggressiveness of the leader. While the charismatic leadership style is completely in contrast with the human oriented leadership because supportiveness, preciseness, assuredness, and argumentativeness are the communication styles of charismatic leaders. They have verbally non-aggressive style of communication. To get through to their desired goals they don't need to be expressive particularly. Second important finding of this study reveals that assuredness is the characteristic of task-oriented leaders while preciseness is related to human-oriented and charismatic leaders. While verbal aggressiveness is the attribute of task-oriented leaders. Third significant verdict of this study says that leadership style and communication style explicate a comparable amount of discrepancy in the results of variables. It is suggested after analysis that leadership styles statistically decide relationship of communication styles with leadership outcomes. In leadership theories, the important construct of Preciseness of leader is

absent. An important variable of communication style which have a positive relationship with all leadership styles is leader's supportiveness. Supportive communication of leader improves the knowledge bequeathing and knowledge collecting behaviors from the leaders. Divergence with the leader's supportiveness, Leader's assuredness, preciseness and argumentativeness of leader had the weakest relations with the outcome variables and leadership styles.

A fine study of Zerfass & Huck (2007) argues that today, communication should play a new part in the promotion of innovative management, but this could only be achieved by new understanding of leadership communication. There are two leadership concepts which are relevant or applicable in these days. These are transformational and transactional leadership. In transactional leadership, a leader interacts and communicate with the subordinates, and he offers prestige and reward for the sake of support, commitment and in exchange for work. The notion of transformational leadership refers to those leaders who raise the objectives of their followers according to their own visions. Managers has to act as promoters and supporters of communication when dealing with the innovative management process. The traditional role and concept of leadership has to be extended to incorporate a communication role. In order to shape their vision, managers need to know the rules, directions and constraint of innovation communication. At the time of change and innovation, a leader has to face anxieties, apprehensions and he has to come up with many uncertainties. At that point a leadership communication starts up with the followers based upon the information and knowledge about new technologies, new ideas and processes. This is the cognitive dimension and affective dimension is covered when a leader motivates to share the own vision of employees about innovation. At third stage a leader communicates and motivates his/her followers to

participate in the process of innovation. This is conative side of communication. Leadership communication have many implications like a leader have to take new creative ideas and for this purpose he has to arrange informal or group communication with the subordinates. On the other hand, reward for new ideas should be given by the leader. The combination of both will shape the culture of organization towards innovation and modernization.

Study of Iftikhar & Raza (2018) is about the effects of family communication on leadership behaviors in Pakistan. It shows that leadership qualities boost and increase because of communication pattern of family. The communication pattern of the families effects the communication and emotional well-being of the children. This study is delimited to the women of Lahore only. It is demonstrated in the results that interpersonal communication of the families can be reason or plummeting or improving the leadership characteristics of the girls in Pakistan. There is correlation found between the leadership patterns and family communication. Third important finding of this study is that characteristics of leadership is different in every girl. As family communication affects the leadership behavior so it is evidently shown in the results that girls who are belonging to high conversation families are more into leadership relationship. Middle class and upper middle-class respondents are found more in communication with each other while they are advised to respect and follow the elders and not to be in argument with them. They interact with each other because their families are conversation oriented so they are high in relation leadership.

Study of Attakorn et al., (2014) says that in managing employees, the soft skills of leader are as much important as the hard skills are. This study is done with the population of Secondary Educational Service area at Khon Kaen Province of Thailand. This unit is responsible for the development of heads and staff of the

province. Study says that educational administration should have good communication skills, keep human relation skills, and advance in mutual understandings. Moreover, this study signals that administration in the educational institutes should adjust and regulate their leadership style which is fit and applicable to the needs of their colleagues.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

Research is a well-planned and a fine structure of getting information for exploring what is unexplored yet. These exploration procedures establish the outskirts of research like strategies for investigation, population of study, research tool, sampling procedure, collection of data, analysis of data and research ethics. Existing study was descriptive in nature for investigating the relationship of leadership styles and communication skills of section heads at secondary school level. The approach of the study was quantitative. In research, quantitative approach is used for getting more accurate, quantifiable, and clear results with the help of proceeding of statistical application after collecting data from respondents.

As researcher explored the relationship of two variable: leadership styles and communication skills so this study was a correlational study. Correlation investigation aims to determine the relationship among two variables and to regulate whether a rise or fall in single construct may result to a reduction or rise in the second construct of investigation or not? This Study has explored that rather the elevation or fall in one construct of exploration (LS) held responsible for the second construct's (CS) upsurge or lessening or not?

The data was collected through survey method and researcher distributed the questionnaires among head teachers by conducting personal visit of schools. In descriptive research studies, survey method is usually followed because it embodies

the standings and status quo, The results are accomplished after statistical analysis using Statistical Package for Social Sciences (SPSS).

3.2 Population

Population can be well-defined as a set of something, collection of items, individuals or members of group or events in which a researcher is interested in the study (Ziaullah, 2021). Population of this study were all the working Section Heads of APSACS. Data from all the male and female section heads is taken by applying Census method. Census is a statistical investigation in which entire population is studied to collect data about one, or more than one characteristic of every individual unit of the population (Lavrakas, 2008).

APSACS system has been divided into 18 regions and this distribution is done on the bases of geographical location and area. (APSACS, 2021). There are 217 total branches of APSACS present in all over the provinces of Pakistan. APSACS Directorate is the main controlling and unifying body which is dealing with all the branches of APSACS in the whole country. Under this directorate, there are seven Regional Directories (RDs) of Rawalpindi Region. These seven RDs deals with different schools at different locations in the area.

Table 3.1

Total Population of the study

Sr.#	Regional Directors	No of Schools
1	Regional Director JS Headquarters	01
2	Regional Director QMG Branch	02
3	Regional Director E-in-C Branch	03
4	Regional Director GHQ Zone	01
5	Regional Director 10 CORPS	06
6	Regional Director AAD Command	13
7	Regional Director ISI	06
	Total Schools	32

Table No 3.1 defines the population of the study. There are seven administrative Directorates working under different Corps of Army. These directorates have diverse number of schools. Total population of current study was section head teachers of 32 APSACS in Rawalpindi/ Islamabad.

3.3 Research Instrument

Research Tool is most important and a vital part of any research. As the survey technique is castoff as research technique in present study, so close ended questionnaires were employed for the collection of data.

3.4 Selection of Research Instrument

There were two variables of present study: Leadership Styles and Communication Skills. For accessing Leadership Styles, researcher used an adapted tool from an open source. Mail is also sent to concerned authority for getting permission to use the questionnaire (Attached in annexure). This questionnaire

(ALS) was based upon five styles of leadership which are Laissez-Faire Leadership, Autocratic Leadership, Paternalistic Leadership, Bureaucratic Leadership and Democratic Leadership style. Total items were 20 having the rating from Strongly Agree (5) to Strongly Disagree (1). Researcher coded it as 'Leadership Styles Scale' (LSS).

To get the knowledge about Communication Skills of Head teachers, a self - developed tool with five points Likert scale was used. Researcher had taken Four steps for developing Communication Skills Scale (CS). Step 1 was literature review (Riggio, 2014; Farooqi & Ashraf, 2020; Khan, et al. 2017; Wikaningrum & Yuniawan, 2018; Quizzes, 2015) was done in order to get related information about Communication Skills. At step II, constructs were developed considering the literature review. Those constructs include Emotional Expressiveness, Social Expressiveness, Emotional Sensitivity, Social Sensitivity, Emotional Control and Social Control (Riggio, 2014). Step III was formulation of the items. At this step, items were formed according to the constructs. At Step IV Five Point Likert Scale from (5) Strongly Agree to (1) Strongly Disagree was applied for getting responses from respondents. In this way 46 questions were developed specifically for accessing communication skills of head teachers at secondary school level in APSACS.

Three parts were covered in the instrument which were:

Part A: Demographic Information

Part B: Tool for assessing Leadership Styles

Part C: Tool for assessing Communication Skills

3.5 Validation of Tool

Validity of the instrument was done by the field experts and changes in instrument were incorporated by the researcher on their propositions and endorsements. In the adapted tool “LSS”, these changes were about the language of two items. Researcher translated them in simple English for better understanding of respondent. While in “CSS”, experts recommended some changes which are described in the following: -

- a. Sequence of items in tool
- b. Removal of items containing the double meanings.
- c. Lesser the number of total items
- d. Begin every item in the similar way
- e. Addition in the demographic data

After incorporation of these changes, researcher got validity certificates from the concerned experts. These certificates are attached in the annexure of the study. Once the questionnaires were checked and approved by the experts, they were distributed among the section heads for the pilot testing of the study.

Table 3.2

Summary of total Items

Section	Tool	Code	No. of Items	Coding Range
A	Part A	Demographic Information	05	1-5
B	Leadership Styles Scale	LSS	20	BL1-PL4
C	Communication Skills Scale	CSS	46	EE1-SC9
	Total Items		71	

Table No 3.2 is about the summary of total items in the tool. Section A of tool is comprised on five items of demographic information. Section B is Leadership Style Scale (LSS) which have twenty items. The last section of the tool is Communication Skills Scale (CSS) have 46 items. Total items in the tool were 71.

3.6 Pilot testing of Research Instrument

A trial-based investigation is always necessary before going towards a large-scale investigation of any project. A pre-test of an instrument always supposed to do in the actual field of the population which is comparable to the study so as to make it unambiguous (Kumar, 2011). In present research, the purpose behind this pilot testing was to determine whether the items were according to the required subject matter and the research tool is acceptable for that specific environment in which researcher was going to perform his/her study.

Pilot testing was done on 15 section heads of APSACS for examination of the reliability of tools. Questionnaires were distributed by personal visit of the researcher

and the response rate was 100 percent. These sections heads who participated in pilot testing were not taken as sample in the actual study.

3.7 Reliability of Research Tool

Cronbach's Alpha is used to check the reliability of instruments.

Table 3.3

Reliability of Scales (Pilot Test)

Scale	No of items	α Coefficient
LSS	20	.713
CSS	46	.718

This table 3.3 explains the reliability analysis of Leadership Styles Scale and Communication Skills Scale. It Shows that Cronbach Alpha for the scale which was accessing leadership Styles of head teachers at secondary level is .713 which was considered as reliable while Communication Skills Scale has .718 Alpha value which was also acceptable to be used for further data collection.

Table 3.4

Item total correlation of Leadership Styles Scale (pilot test)

Items	Correlation	Items	Correlations
BL1	.577*	DL1	.617*
AL1	.377	LFL4	.250
LFL1	.582*	PL3	.585*
LFL2	.435	DL2	.649**
LFL3	.542*	DL3	.469
PL1	.599*	AL2	.512*
BL2	.708**	AL3	.460
BL3	.617*	DL4	.007
PL2	.720**	AL4	.355
BL4	.748**	PL4	.643**

Correlation is significant at the 0.01 level (2-tailed)

Table no 3.4 indicates item total correlation of leadership styles scale (LSS) which is comprised on 20 items. Items of the scale are mostly having their significant value of correlation at 0.01 level. The significant value which is found highest is .748** while the lowest value is .007. Items AL1, LFL4, DL4 and AL4 are found weak in correlation with the Leadership Styles tool.

Table 3.5

Item total correlation of Communication Skills Scale (Pilot Test)

Items	Correlation	Items	Correlation
EE1	.192	SE3	.517*
EE2	.502*	SE4	.631**
EE3	.542*	SE5	.303
EE4	.232	SE6	.557*
EE5	.638**	SE7	.484
EE6	.584*	SE8	.285
EE7	.580*	SE9	.509*
ES1	.233	SS1	.635*
ES2	.362	SS2	.645*
ES3	.377	SS3	.455
ES4	.606*	SS4	.795**
ES5	.451	SS5	.436
ES6	.587*	SS6	.627**
ES7	.255	SS7	.526*
EC1	.531*	SC1	.361
EC2	.690**	SC2	.813**
EC3	.544*	SC3	.072
EC4	.011	SC4	.593*
EC5	.565*	SC5	.231
EC6	.706**	SC6	.584*
EC7	.687**	SC7	.346

SE1	.199	SC8	.042
SE2	.199	SC9	.691**

Correlation is significant at the level of 0.01 (2-tailed)

Table 3.5 indicates item total correlation of Communication Skills Scale (CSS) which was having 46 items. Six subscales are the part of this scale which indicates six different communication skills. significant correlation at the level of 0.01 is found in most of the items while some items have the value at 0.05 level of significance. Limited items were found in weak level of significance. These items were EE1, EE4, ES1, ES2, ES3, ES7, EC4, SE1, SE2, SE5, SE8, SC1, SC3, SC5 and SC8. Researcher has translated them into simpler language for further enhancement.

Table 3.6

Inter-section correlation of Leadership Styles Scale (Pilot Test)

	AL	BL	DL	LFL	PL	LSS
Autocratic Leadership	1					
Bureaucratic Leadership	.361**	1				
Democratic Leadership	.329**	.339**	1			
Laissez-Faire-Leadership	.045	.201	.414**	1		
Paternalistic Leadership	.481**	.445**	.638**	.321*	1	
Leadership Styles Scale	.580**	.683**	.649**	.471**	.662**	1

Correlation is significant at 0.01** level (2-tailed)

Table 3.6 demonstrates inter-section correlation of Leadership Styles Scale. Results indicated that the subscales of tool have a significant intersection correlation with each other. The highest correlation was found between Paternalistic Leadership and Democratic Leadership which was .638**

Table 3.7

	Emotional Expressiveness	Emotional Sensitivity	Emotional Control	Social Expressiveness	Social Sensitivity	Social Control
Emotional Expressiveness	1					
Emotional Sensitivity	.390*	1				
Emotional Control	.610**	.834**	1			
Social Expressiveness	.413*	.490*	.575*	1		
Social Sensitivity	.515*	.630*	.813**	.679**	1	
Social Control	.666**	.051	.156	.663**	.511*	1

Inter section correlation communication skills scale (pilot test)

*Correlation is significant at the 0.05 level (2-tailed)

**correlation is significant at the 0.01 level (2-tailed)

In this table No 3.7 Inter scale relationship of subscales is given. Correlation was checked through SPSS. It is found that Communication Skills Scale was correlated with its subscales. Results directed that highest correlation value was .834** while the lowest value was .390*.

3.8 Finalization of scales

Most of the items in the tools are found accurate and reliable to get information for the actual study while some questions were found having weak values of significance. These items were investigated and enhanced by the researcher for final study. In LSS the weak items were AL1, LFL4, DL4 and AL4. Researcher translated them into simpler language and checked correlation again.

Table No 3.8

Item total Correlation of Leadership Styles Scales

Items	Correlation	Items	Correlations
BL1	.577*	DL1	.617*
AL1	.477	LFL4	.450
LFL1	.582*	PL3	.585*
LFL2	.435	DL2	.649**
LFL3	.542*	DL3	.469
PL1	.599*	AL2	.512*
BL2	.708**	AL3	.460
BL3	.617*	DL4	.507*
PL2	.720**	AL4	.655*
BL4	.748**	PL4	.643**

Correlation is significant at the 0.01 level (2-tailed)

Above shown table 3.8 indicates item total correlation of Leadership Styles Scale. After translating weak items which were AL1, LFL3, DL4 and AL4, it is found that all the items of tool have a significant correlation with each other at the significance level of 0.01.

Table No 3.9

Item total correlation of Communication Skills Scale

Items	Correlation	Items	Correlation
EE1	.502*	SE2	.721**
EE2	.542*	SE3	.517*
EE3	.542*	SE4	.631**
EE4	.638**	SE5	.503*
EE5	.584*	SE6	.557*
EE6	.580*	SE7	.584*
sES1	.533*	SE9	.509*
ES2	.662**	SS1	.635*
ES3	.577*	SS2	.645*
ES4	.606*	SS3	.655**
ES5	.551*	SS4	.795**
ES6	.587*	SS5	.627**
EC1	.531*	SS6	.526*
EC2	.690**	SC1	.691**
EC3	.544*	SC2	.813**
EC4	.511*	SC4	.593*
EC5	.565*	SC5	.531*
EC6	.706**	SC6	.584*
EC7	.687**	SC7	.546*

SE1	.666**
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Correlation is significant at 0.01 level (2-tailed)

This table 3.9 denotes the item total correlation of Communication Skills Scale. It is evident from the table that after incorporation in the language, items improved their correlation. All the items of tool are found significant at 0.01 level of significance. The highest value was 79** while the lowest was of item SC7 (.34).

Researcher removed the items which were still showing the weak correlation and coded the tool again. After finalization, a questionnaire having five demographic items, 20 items for exploring Leadership styles and 40 items for communication skills of section heads are developed by the researcher. In this way a complete tool with 65 items was organized for actual data gathering process.

3.9 Data collection

Data collection based upon the opinions and views of the respondents of study. It is usually a frilly and fussy task for a researcher. Anyhow, the data is collected with the help of approval letter from Army Public School and Colleges Directorate. (Attached in annexure) This letter is stated further to the Regional Directorates for pursual towards the school principals. Three of Assistant Regional Directors (ARDs) informed the researcher via personal phone calls about allowing to visit schools while four AR Directorates send approval letters in hard form also which are attached in the annexure in copied form. Researcher then visited the schools personally and took an appointment from PAs to principals for meeting with the principals for taking permission to indulge their section heads in the study. Here, on the reception, same protocol with the researcher was followed in every APSACS. Researcher introduced herself by showing the letter from APSACS Directorate and University I.D card.

After going through a brief discussion, researcher was asked to place her ID card and phone at the reception and allowed to enter after checking of belongings and wearing a visitors' card on right side. Principals are already informed about the visit of researcher so after meeting with principal and a brief description of justification of visit, objectives, and rationale of study, they allowed the researcher to meet with section heads of their schools. As Section Heads have to do multiple tasks in their daily routine so majority of them given an appointment of filling up the questionnaire after couple of days and even after a week of visit. However, researcher enthusiastically visited all the sample schools with the same protocol and collected the required information and data by personal visits of the schools.

Researcher received 100% response rate from the respondents. Principals of schools were supportive, caring and sympathetic towards the efforts of researcher regarding data collection. Especially principal of APSACS DHAI-II Junior was respectable enough that she offered coffee to the researcher and asked her to not visit her school again at this distance as she herself will send the online response of every section head. Principal of APSAC Askari IV was kind enough that she offered teaching job to the researcher in her institute after completion of study. Principal of APSACS GLD was flying abroad on the day of contact with the researcher but he was generous enough that he himself managed to send required responses timely via online mode despite of his busy schedule of departure. Some respondents also (e.g., APSACS Askari XIV and APSACS Hamza Camp) are also found very much cooperative and enthusiastic about the study. They also demanded a copy of results of the study. Two of respondents were the previous students at researcher's university so they cooperated enthusiastically, shared their memories, and showed their love for the department.

As there are always two sides of a coin so there was another side of picture also. Researcher got difficulty in getting data from two school under AAD Command. Principal of one school did not accept any permission letter from Directorate, and she recommended the researcher to take appointment of visit again and come with a presentation of synopsis and a fresh letter from university as the permission letter was one month earlier from date of visit. On next visit, because of Covid scenario, researcher cannot get meeting with the principal and not even allowed to take her contact number. While in the second school, principal declared that he doesn't know anything like a section head in his school so researcher should not waste time in getting data from his school. However, with the cooperation of Regional Director, data of said schools was collected via WhatsApp mode but this whole process took a complete month. Furthermore, some section heads were so much drained in their school tasks that they filled the questionnaire with very less motivation and tired expressions. However, researcher requested all the respondents wholeheartedly and respectfully to participate in the study.

3.10 Data Analysis

Data analysis process approaches after data collection process. To get the answers of research questions and analyzing research hypotheses, the data is perforated into the software of SPSS (Version 21). Statistical techniques which are applied in this study are reliability, mean-values, and correlation. In the following table, objectives of the study are discussed along with their statistical techniques particularly.

Table 3.10

Sr#	Objectives	analysis
1.	To explore the leadership styles of the head teachers at secondary school level in APSACS.	Mean Values
2.	To explore the communication skills of head teachers at secondary school level in APSACS.	Mean Values
3.	To determine the relationship between leadership styles and communication skills of head teachers at secondary school level in APSACS.	Pearson Correlation

Data Analysis

This table no 3.10 Shows that how data is analyzed to achieve anticipated objectives of this study with the help of SPSS techniques. For first two objectives, mean values were used while for accomplishing objective No.3 which was “To determine the relationship between leadership styles and communication skills of head teachers at secondary school level in APSAC” Pearson correlation is applied.

3.11 Research Ethical considerations

Research ethics are an important element in conducting research to make the research more efficient and successful. Researcher has done this study by keeping in view all relevant ethical considerations. At first a reference letter from the department of Education of National University of Modern Languages Islamabad was taken by the researcher. This letter of reference was shown to Directorate of Army Public School And College System (APSACS) for getting permission to indulge the Section Heads of institutes in the study. This permission letter is shown to respected principals

of sample schools so that they can confidently allow the researcher to collect data from their employees.

In this whole process, no participant is forced to participate but requested whole heartedly by the researcher to cooperate. It was also assured to the participants that all the information they were providing will be used for the research purpose only and kept confidential. The attached cover letter with the tool clearly shows this promise of privacy. Lastly, researcher had not done any kind of changings in the obtained data for getting desired results and fake data of any kind is also not used in this study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Section I

4.1 Demographic Information

4.1.1 Gender Wise Description of the Respondents

Table 4.1

Respondents' Gender based description (N=92)

Gender	Frequency	Percentage
Male	06	6.5
Female	86	93.5
Total	92	100.0

Table no 4.1 interprets the gender wise details about the respondents of study. There was total 06 Males participated in the study which constitutes the 6.5 % of total population only. Whereas female participant of the study was comprised on 93.5% of population. The percentage of female section heads was greater than male section heads in the institutes.

4.1.2 Age Wise Description of Respondents

Table 4.2

Age based explanation of respondents (N=92)

Age	frequency	Percentage
25-30 years	8	8.7
31-35 Years	19	20.7
36-40Years	19	20.7
40& above	46	50.0
Total	92	100.0

Table no 4.2 depicts the age wise explanation of respondents. Results showed that 46 section heads were having the age of 40 and above which constitutes the 50% of the total respondents. The number of section heads having the age 31-35 years and 36-40 years was equal (20.7% each). While there were only 8 section heads with the age bracket from 25-30 years which constitutes 8.7% of the population.

4.1.3 Professional Qualification

Table No 4.3

Respondents' Professional qualification (N=92)

Professional Qualification	Frequency	Percentage
PTC/CT	0	0.0
B.Ed.	36	39.1
M.Ed.	37	40.2
None	19	20.7
Total	92	100.0

Table no 4.3 mentioned above demonstrates the professional qualification of respondents. Table shows that the frequency of section heads with qualification of PTC/CT was 0. There was not a single respondent found with this professional qualification. Frequency of section heads with B.Ed. was found 36 which constitutes the 39.1% of total population. While 37 section heads were having M.Ed. which are greater in percentage than any other range (40.2%). There were 19 section heads (20.7%) with no professional qualification.

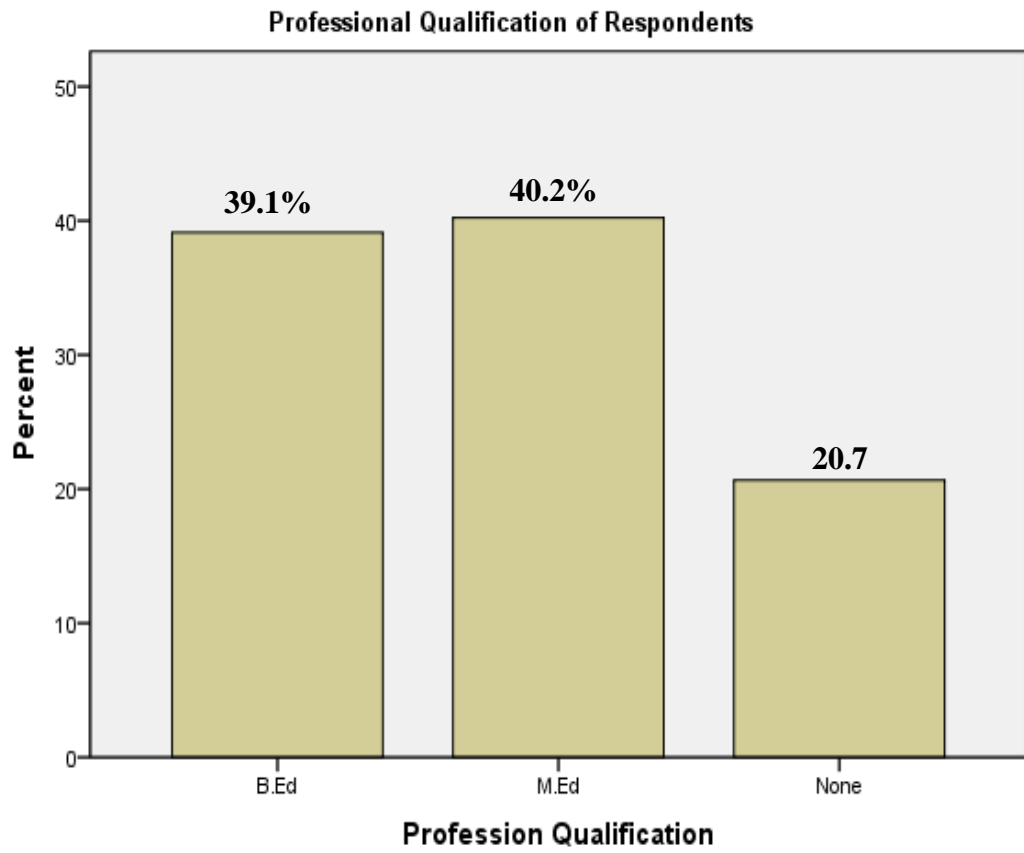


Fig 4.1 Description of Professional Qualification of Respondents

4.1.4 Experience based Description

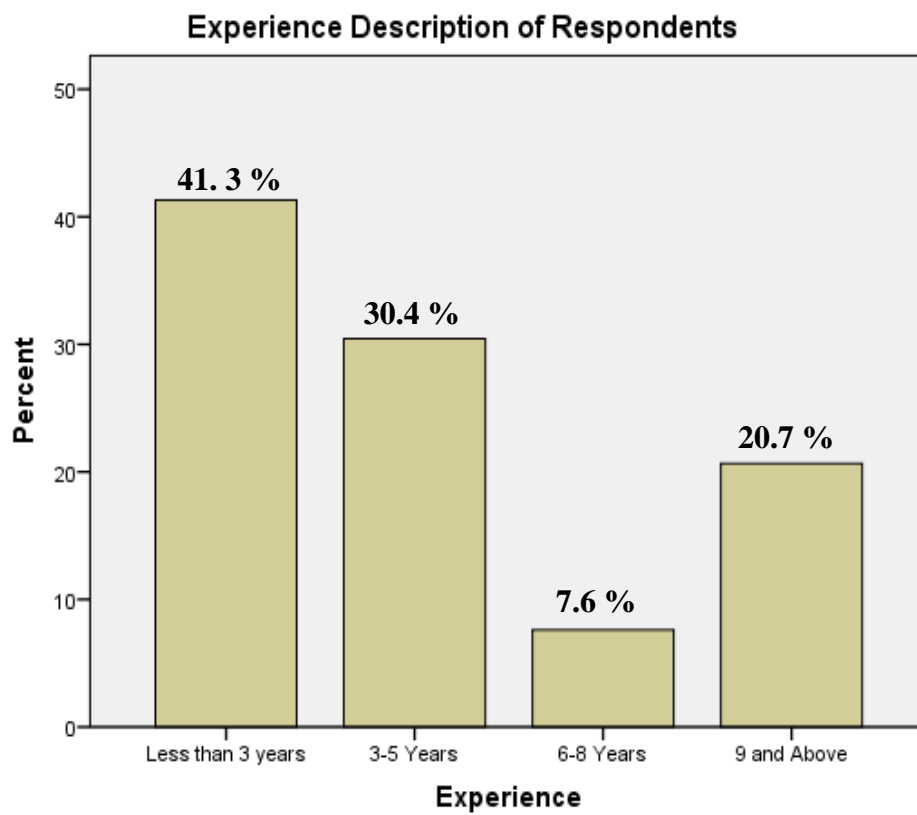


Fig 4.2 Description of experience in current Institute

Section II

4.2 Assessing the leadership Styles (Objective 1)

Table 4.4

Leadership Styles of Respondents (N=92)

Leadership Styles	n	M	SD	Percentage
Autocratic Leadership	92	13.7	3.39	22
Bureaucratic Leadership	92	15.7	2.95	22
Democratic Leadership	92	15.2	3.2	27
Laissez-Faire-Leadership	92	13.5	3.5	22
Paternalistic Leadership	92	16.4	2.97	29

Table 4.4 shows the percentage and frequencies of leadership styles assessed in Leadership Styles Scale. It is found that the highest percentage (29%) of respondents used Paternalistic Leadership Style with the highest Mean (M=16.4) while the least used leadership styles by section heads teachers were autocratic (22%), bureaucratic (22%), and laissez-fair leadership styles (22%).

4.3 Assessing the Communication Skills (Objective 2)

Table 4.5

Communication Skills of head teachers (N=92)

Variables	N	M	SD	Percentage
Emotional Expressiveness	92	13.7	3.39	16
Emotional Sensitivity	92	19.7	3.88	17
Emotional Control	92	25.3	3.85	16
Social Expressiveness	92	28.4	3.34	15
Social Sensitivity	92	23.9	4.11	20
Social Control	92	28.9	3.75	16

Table No 4.5 represents the percentages of mostly used communication skills. Results of the analysis shows that most frequently used communication skill by the section head teachers in Army Public School And College System was Social Sensitivity (20%) while the communication skill which is used hardly ever (15%) was Social Expressiveness. Emotional Sensitivity is found at the second highest rate of 27%. While Emotional Expressiveness, Emotional Control and Social Control have the equal percentage (16%)

Section III

4.4 Relationship of Leadership Styles and Communication Skills

(Objective 3)

In order to study the relationship of study variables that are Leadership Styles, Communication Skills and their Subscales, statistical tests applied were Pearson Product Moment Correlation. The obtained results are given as below. obtained

Table 4.6

Correlation of Leadership Styles and Communication Skills (Ho1)

Variables	N	LS	CS
Leadership Styles	92	1	
Communication Skills	92	.40**	1

* $p < .05$. ** $p < .01$.

Above mentioned table 4.6 displayed the relationship of Leadership Styles and Communication Skills of section heads. Statistical analysis shows that Leadership Styles has a significant relationship with the communication skills. Total number of respondents was 92. $r = .40^{**}$ numerically indicates that both studied variables have a significant positive relationship at the level of 95% level of confidence. ($*p < .05$. $**p < .01$). Accordingly, the Null Hypothesis(H_0) which stated that “There is no significant relationship between the leadership styles and Communication Skills of Section head teachers at secondary school level” is rejected statistically.

Table No. 4.7

Correlation for Leadership Styles and Emotional Expressiveness (Ho1.1-Ho1.5)

Variables	N	AL	BL	DL	LFL	PL
Emotional Expressiveness	92	.28**	-.01	.17	.13	-.03

Correlation is significant at .01 level.

Table no 4.7 shows the correlation of studied leadership styles and Emotional Expressiveness. Statistical analysis shown that Autocratic Leadership (AL) style has a significant correlation with Emotional Expressiveness at the value of $r = .28^{**}$. Bureaucratic Leadership (BL) $r = -.01$ and Paternalistic Leadership (PL) $r = -.03$ has a negative correlation with Emotional Expressiveness. while Democratic Leadership (DL) and Laissez-Faire Leadership (LFL) has not a significant relationship with Emotional Expressiveness.

Table No. 4.8

Results of Null Hypotheses (*Ho1-Ho1.5*)

Hypotheses	Statement	Status
Ho1	There is no significant relationship between the leadership styles and Communication Skills of Section head teachers at secondary school level.	Rejected Null Hypotheses
Ho 1.1	There is no significant relationship between “Autocratic Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.	Rejected Null Hypotheses
Ho 1.2	There is no significant relationship between “Bureaucratic Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.	Failed to Reject
Ho 1.3	There is no significant relationship between “Democratic Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level	Failed to Reject
Ho1.4	There is no significant relationship between “Laissez-Fair Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.	Failed to Reject
Ho1.5	There is no significant relationship between “Paternal Leadership Style” and “Emotional Expressiveness” of Section head teachers at secondary school level.	Failed to Reject

Table No 4.9

Correlation for Leadership Styles and Emotional Sensitivity (Ho1.6-Ho1.10)

Variables	N	AL	BL	DL	LFL	PL
Emotional Sensitivity	92	.11	.18	.12	.19	.27**

Correlation is significant at .01 level.

Table 4.9 indicates that Emotional Sensitivity has a strong relationship with Paternalistic Leadership (PL) Style at the value of $r = .27^{**}$. Total number of respondents were 92. It is shown in the results that Laissez-Faire Leadership (LFL), Bureaucratic Leadership (BL), Autocratic Leadership (AL), and Democratic Style of Leadership (DL) has no significant relationship with Emotional Sensitivity as their values are not significant at the level of .01.

Table 4.10

Results of Null Hypotheses (Ho1.6-Ho1.10)

Hypotheses	Statement	Status
Ho1.6	There is no significant relationship between “Autocratic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.	Failed to Reject
Ho1.7	There is no significant relationship between “Bureaucratic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.	Failed to Reject
Ho1.8	There is no significant relationship between “Democratic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.	Failed to Reject
Ho1.9	There is no significant relationship between “Laissez-Fair Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.	Failed to Reject
Ho1.10	There is no significant relationship between “Paternalistic Leadership Style” and “Emotional Sensitivity” of Section head teachers at secondary school level.	Rejected Null Hypotheses

Table 4.11

Correlation for Leadership Styles & Emotional Control (Ho1.11-Ho1.15)

Variables	N	AL	BL	DL	LFL	PL
Emotional Control	92	.12	.28**	.22*	.07	.16

Correlation is significant at .01 level.

Results shown in table no 4.11 indicates the relationship of Leadership Styles and Emotional Control of section heads. Bureaucratic Leadership (BL) has a significant correlation with Emotional Control. ($r=.28^{**}$). Democratic Leadership (DL) also has a significant relationship with Emotional Control. ($r=.22^{**}$). While Autocratic Leadership (AL) ($r = .12$), Laissez-Faire Leadership (LFL) ($r= .07$) and Paternalistic Leadership (PL) ($r = .16$) has not a significant correlation with Emotional Control.

Table 4.12

Results of Null Hypotheses (*Ho1.11-Ho1.15*)

Hypotheses	Statement	Status
Ho1.11	There is no significant relationship between “Autocratic Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.	Failed to Reject
Ho1.12	There is no significant relationship between “bureaucratic Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.	Rejected Null Hypothesis
Ho1.13	There is no significant relationship between “Democratic Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.	Rejected Null Hypothesis
Ho1.14	There is no significant relationship between “Laissez-Fair Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.	Failed to Reject
Ho1.15	There is no significant relationship between “Paternalistic Leadership Style” and “Emotional Control” of Section head teachers at secondary school level.	Failed to Reject

Table 4.13

Correlation for Leadership Styles and Social Expressiveness (Ho1.16-Ho1.20)

Variables	N	AL	BL	DL	LFL	PL
Social Expressiveness	92	.24*	.19	.15	.13	.10

Correlation is significant at .01 level.

Table no 4.13 defines the correlation of Leadership Style and Social Expressiveness. Results clearly indicated that Autocratic Leadership (AL) and Social Expressiveness of section head teacher has a significant correlation. $r = .24^{**}$ numerically showed that both calculated variables have a significant relationship. While Bureaucratic Leadership (BL) ($r = .19$), Democratic Leadership (DL) ($r = .15$), Laissez-Faire Leadership (LFL) ($r = .13$) and Paternalistic Leadership (PL) ($r = .10$) has no significant relationship with Social Expressiveness.

Table 4.14

Results of Null Hypotheses (*Ho1.16-Ho1.20*)

Hypotheses	Statement	Status
Ho1.16	There is no significant relationship between “Autocratic Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.	Rejected Null Hypothesis
Ho1.17	There is no significant relationship between “Bureaucratic Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.	Failed to Reject
Ho1.18	There is no significant relationship between “Democratic Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.	Failed to Reject
Ho1.19:	There is no significant relationship between “Laissez-Fair Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.	Failed to Reject
Ho1.20	There is no significant relationship between “Paternalistic Leadership Style” and “Social Expressiveness” of Section head teachers at secondary school level.	Failed to Reject

Table 4.15

Correlation for Leadership Styles and Social Sensitivity (Ho1.21-Ho1.25)

Variables	N	AL	BL	DL	LFL	PL
Social Sensitivity	92	.15	.30**	.08	.14	.39**

Correlation is significant at .01 level.

Above mentioned table 4.15 depicts the relationship Leadership Style and Social Sensitivity. Results of Statistical study showed that Bureaucratic Leadership (BL) Style has a significant relationship with Social Sensitivity ($r = .30^{**}$) when $N=92$. and Paternalistic Leadership (PL) ($r = .39^{**}$) also possess a significant relationship with dependent variable : Social Sensitivity. It is also proves statistically that Autocratic Leadership (AL) ($r = .15$), Democratic Leadership (DL) ($r = .08$), Laissez-Faire Leadership (LFL) ($r = .14$) has no statistically significant relationship with Social Sensitivity.

Table 4.16

Results of Null Hypotheses (*Ho1.21-Ho1.25*)

Hypotheses	Statement	Status
Ho1.21	There is no significant relationship between “Autocratic Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.	Failed to Reject
Ho1.22	There is no significant relationship between “Bureaucratic Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.	Rejected Null Hypothesis
Ho1.23	There is no significant relationship between “Democratic Leadership Style” and “Social Sensitivity”	Failed to Reject
Ho1.24	There is no significant relationship between “Laissez-Fair Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.	Failed to Reject
Ho1.25	There is no significant relationship between “Paternalistic Leadership Style” and “Social Sensitivity” of Section head teachers at secondary school level.	Failed to Reject

Table 4.17

Correlation for Leadership Styles & Social Control (Ho1.26-Ho1.30)

Variables	N	AL	BL	DL	LFL	PL
Social Control	92	.06	.31**	.10	.12	.08

Correlation is significant at .01 level.

Above mentioned table no 4.17 describes the relationship of Leadership Styles and Social Control. Results of Statistical study showed that Bureaucratic Leadership Style (BL) has a significant relationship with the Social Control.($r = .31^{**}$). Autocratic Leadership (AL) ($r = .06$), Democratic Leadership (DL) ($r = .10$), Laissez-Faire Leadership (LFL) ($r = .12$) and Paternalistic Leadership Style (PL) ($r = .08$) has no significant correlation values.

Table No 4.18

Results of Null Hypotheses (Ho1.26-Ho1.30)

Hypotheses	Statement	Status
Ho1.26	There is no significant relationship between “Autocratic Leadership Style” and “Social Control” of Section head teachers at secondary school level.	Failed to Reject
Ho1.27	There is no significant relationship between “Bureaucratic Leadership Style” and “Social Control” of Section head teachers at secondary school level.	Rejected Null Hypothesis
Ho1.28	There is no significant relationship between “Democratic Leadership Style” and “Social Control” of Section head teachers at secondary school level.	Failed to Reject
Ho1.29	There is no significant relationship between “Laissez-Fair Leadership Style” and “Social Control” of Section head teachers at secondary school level.	Rejected Null Hypothesis
Ho1.30	There is no significant relationship between “Paternalistic Leadership Style” and “Social Control” of Section head teachers at secondary school level.	Failed to Reject

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION AND CONCLUSION

5.1 Summary

The key purpose of present study was to determine the relationship of leadership styles and communication skills of head teachers at secondary level in Army Public School And College System (APSACS) which is majority vested in Cantonment areas of Pakistan thus research conducted deals with a very prestige Institution of the Country, Pakistan. First objective of this study was to explore the leadership styles of section head teachers at secondary school level in Army Public Schools And College System (APSACS) while second objective was to explore the Communication Skills of the same. This study also endeavored to judge the opinion about what is the leadership style and what are the communication skills of section head teachers at secondary school level.

All Section Head Teachers at APSACS of Pakistan were considered the population of study. Due to limited resources and time frame, study was delimited to the section heads of APSACS of Rawalpindi/ Islamabad only. Census technique was applied, because of very small size of Population. One hundred and seven section heads with 100% response rate participated in the study whereas data was collected from all respondents of with the help of questionnaire. Data was organized properly then coded, and after coding it was entered in SPSS (Statistical Package for Social Sciences) after the data collection phase. For analysis of data descriptive statistics including standard deviation (SD), mean values (M) percentage (%), and range was

practiced and for inferential statistics, Pearson Correlation was applied through SPSS.

These

all-systematic techniques gave a paramount finding which are detailed as under.

5.2 Findings

Findings of the study were drawn by the researcher based on data analysis. These findings are given pointing three very important and distinctive aspects of leadership styles, communication skills and their relationship with respect to head teachers as under:

5.2.1 Findings regarding Leadership Styles (Objective 1)

It was evident (from table 4.4) that the frequently used leadership style by section heads at APSACS was Paternalistic leadership style. Results showed that paternalistic leadership style had the highest percentage (29%) as compared to the remaining leadership styles. Further result showed that the second most prevalent leadership style was found to be Democratic leadership style which had the percentage of 27. Finally, 22% section heads were found to use Autocratic, Bureaucratic and Laissez-fair leadership styles.

5.2.2 Findings regarding Communication Skills of Section Heads (Objective 2)

Results for assessing the communication skills showed that social sensitivity was the most often used communication skill while social expressiveness was the most rarely used communication skill by section heads at APSACS. In the same manner results revealed that social sensitivity had the highest the percentage i.e., 20% as compared to rest of the communication skills. Furthermore, second most used communication skill was emotional sensitivity which was found with the percentage of 17. Emotional expressiveness, emotional control and social control were found to

have the same percentage (16%). Finally social expressiveness had the least frequency, as compared to other communication skills, which was 15 percent. (Table 4.5)

5.2.3 Findings regarding relationship of Leadership Styles and Communication Skills (Objective 3)

Objective 3 of this study was “To explore the relationship of Leadership Styles and Communication Skills of section head teachers at Secondary school level in APSACS.” Results evidenced that there was found a significant relationship of leadership styles and communication skills at the level of .40**. (Table 4.6). It was also revealed after analysis of data that Autocratic leadership style and Emotional Expressiveness of section head teachers are with a strong correlation at the level of .28** (Table No 4.6). Whereas Autocratic Leadership Style is also found in correlation with Social Expressiveness. (Table No 4.12). Findings of data analysis depict that Democratic Leadership style as individual variable has a strong relationship with Emotional control (Table No 4.10) while Bureaucratic Leadership style similarly have a strong correlation with the Emotional control (Table No 4.10), Social Sensitivity (Table No. 4.14) and Social Control. (Table No 4.16). Additionally, Laissez-faire and Social Control are also found likewise in correlation with each other. (Table No 4.164)

Surprisingly, there was only one compact correlation found between Paternalistic Leadership Style and any Communication Skills i.e., Social Sensitivity (Table No 4.14). While Laissez Faire leadership Style also has weak in relationship with communication skills which are analyzed.

5.3 Discussion

This study was conducted with the special focus on to explore the relationship between leadership styles and communication skills of section head teachers in APSACS at Rawalpindi/ Islamabad. The first vital objective of the study accomplished when first research question is answered. The question was what is leadership style of section heads at APSACS? Findings of the study amazingly revealed that Paternalistic Leadership Style was the style which was mostly used by the section heads in APSACS. Paternalistic leaders show care and respect for their employees but with dedication of less decision powers. As the section heads are the middle level managers in schools so they have to make their employees to obey rules. This can be a reason that they mostly used paternalistic leadership style. Saylık & Sahin (2021) argued that shift towards the autocratic leadership approach may intensify the authoritarian dimension of paternalistic leadership which can also make its moral dimension weaker. Because when the paternalistic behavior of leader increases, the autonomy of teacher decreases.

Democratic style is founded as second mostly used style in APSACS. Ziaullah (2021) studied about teacher's leadership style at secondary school level in district Astore and he described that the second important leadership style used by the teachers was Democratic Leadership Style. He found that Laissez-Faire Leadership style was the most widely used style in studied district Riaz et al.,(2017) claimed that after getting data from different provinces of Pakistan, it is revealed that situation of leadership and leadership styles, both are different throughout the country (Riaz et al., 2017). It is evident from the studies about leadership styles of heads that a leader uses leadership style or a combination of different leadership styles according to the situation and according to the ability, skills, and capacity of employees. Any style can

be suitable for a right situation. It is mentioned in the study of Ahmad and Dilshad (2016), which is about the Leadership Styles of Heads in public schools in province of Punjab: from the perspective of a teacher, that all heads of secondary schools experienced the laissez Faire style of leadership and authoritative leadership style more frequently. This study also showed the significant difference between leadership styles of Males and Females regarding democratic and authoritative leadership style. A study of Ali (2011) is about the “Comparative Analysis of Management Styles used by Public and Primary Heads at Secondary Level”. This Study is done with the same framework of leadership style and with the same geographical location of Rawalpindi but with the different feature of Private and Public sector. He reveals in the findings that private heads mostly used autocratic style and Laissez-Faire style while in public schools Democratic Style is used habitually.

Second objective of the study was achieved by answering the second research question that “What are the Communication Skills of Section heads at secondary school level in APSACS?” It is discovered after analysis that the highest percentage of section heads in APSACS have Social Sensitivity while Emotional Sensitivity in Section Heads is found at second in assortment. It can be elaborated that small variations in the communication are decoded easily by the section heads as they are high in social sensitivity. They have a higher ability to listen, interpret and infer in verbal decoding.

Third vivacious objective was accomplished with the help of Null Hypotheses. Ho1 was the governing hypothesis of the study saying that “There is no significant relationship between Leadership Styles and Communication Skills of section heads at secondary school level in APSACS.” After data analysis it is proved that this null hypothesis is “Failed to Accept” because leadership styles and communication skills

are found with the strong correlation. Research of Cullen & Gordon (2014) dealing with the population of Nurse managers in medical field. This study informs that the leadership skills and communication skills of nurse managers influence the team to become more mature. Both skills have an effect on the behavior of staff. So, a nurse manager should have an appropriate leadership style and effective communication.

5.4 Conclusion

The conclusion is based on the objectives and hypotheses is appended below: -

Section heads in APSACS of Rawalpindi /Islamabad mostly prefer Paternalistic leadership Style. It depicts that they show more concern about their employees, they are treated with care like a father figure and their interests are prioritized. In return, obedience and loyalty from subordinates is expected. While Democratic Leadership Style is their second precedence to Paternalistic leadership which shows that section heads welcome the suggestions and ideas from their employees, but it all depends upon the situation and nature of task.

Communication Skill was found in use of majority of section heads is Social Sensitivity. It is a prove that section heads are more active in listening, moderating the behaviors of teachers and modifying the social behaviors of students and teachers. Furthermore, Emotional Expressiveness, Emotional Sensitivity and Social Control is found less in use in section head teachers at APSACS.

A significant correlation is found in Leadership Styles and Communication skills of section head teachers in APSACS. This conformation leads to the conclusion that leadership is all about communication and leadership styles are closely related to the communication skills.

5.5 Recommendations

5.5.1 Theoretical and Practical Implications

Success of any educational institution entirely is to be contingent upon its leadership and skills of communication of the leader. With the help of effective communication, leadership can accomplish preferred goals more productively. This study was conducted with aim to study about relationship of leadership styles and communication skills of head teachers at secondary school level. This study will be a noteworthy contribution towards literature because it studied relationship of important variables of leadership styles and communication skills with special reference to distinct population APSACS as there was not much literature found dealing with this specific relationship and studies about APSACS. It enabled the planners (APSACS Secretariate), management, leadership and especially section heads in APSACS to gain knowledge about their leadership styles and its relationship with their daily communication. Study can be used to enhance the awareness about communication skills of leaders not only in APSACS but also in other institutes.

“Paternalistic Leadership Style” was found mostly practiced by the section head teachers in APSACS. In this style, care and respect towards the employees is practiced and high level of loyalty and obedience of rules is expected in return. But When loyalty towards the management is not strong, sometimes it can upset the employees and they become resilient. Furthermore, when this style increases it minimizes the autonomy of teacher and leads towards autocratic leadership style. So other leadership styles like Democratic leadership style may also be practiced for increasing the loyalty and satisfaction level of employees.

Communication skill which is most found in section heads of APSACS is “Social Sensitivity”. They are bound to do many tasks related to different domains

like management, teaching their subjects and reporting to top level management of school. They have to spend effort and time in all these goings-on. When they are more Socially sensitive it sometime can bring complexity in their roles because every individual is different in nature and sometime “big Egos” are priorities while social sensitivity demands to facilitate communication (in any form) whenever it felt by the other. This is a long lead process to accommodate everyone with their high expectations. So, it is recommended that other communication skills like Emotional Control and Social Control should also be practiced more to generate less sensitive scenario in APSACS.

Overall findings revealed that Leadership styles and Communication Skills have strong relationship with each other. Keeping this view in mind, it is recommended to the top-level educational management and leadership of APSACS towards the enhancement and modification in leadership styles and communication skills of their heads according to the changing scenarios of modern world, especially in educational institutes of APSACS. It is also recommended to educational authorities (by providing additional evidence in choosing the training of their human resources) that in service trainings can be scheduled for improved leadership styles and upgraded communication skills. In those trainings, new theories of leadership and emerging communication trends and styles may introduce.

Online resources may also be used for developing and enhancing the leadership styles and communication skills of section head teachers. Some of these courses are free while others are paid. Section Heads can be made well-informed about these courses during their refresher courses and in-service training sessions. Some advantageous websites are given here for an overlook.

1. <http://www.linkedin.com/learning/>

2. “Introduction to Negotiation: A Strategic Playbook for Becoming a Principled and Persuasive Negotiator” by Yale University (Free Enrollment)
3. <http://www.coursera.org/>
4. Eitc.shop/product/eq-certification-online/?gclid=EAlalQobChMlpfnh5LKB9g1VRHlbCh1QSAbVEAEYAAEgIYTfD_BwE

5.5.2 Recommendations for Future Researchers

Future researchers may get vibrant direction with new ideas, novelty, and innovative approaches for their study after consulting this research. Some recommendations are sited below: -

1. Existing study was completed with the help of self-rated questionnaires from section heads. For triangulation and more authenticity of data, information can be taken from Principals, colleagues, subordinates, and students of Section Heads in APSACS.
2. Current study explored the relationship of leadership styles and communication skills of Section head teachers at secondary school level in APSACS. Future researchers can go ahead with the leadership styles of other participant: principals, teachers, and other management staff in APSACS.
3. This study was conducted in Rawalpindi/Islamabad only, further studies can be done in the other regions of APSACS.
4. Study was delimited to APSACS system only. Future researchers can deal with the other education systems in Pakistan like federal institutes, private/public sector etc.

5. As this study was a correlation study, future researchers can deal with the comparative analysis of APSACS and other education systems of Pakistan for a cross-cultural comparison.
6. More, studies can be done with other theoretical frames or constructs of leadership styles and communication skills.
7. To augment the reliability of grasped conclusion, parallel studies can be done with a larger sample size.
8. Researcher adopted a self-reporting tool in the study. Future researchers can use interviews, observations, and other techniques to explore the leadership styles and communication skills of heads in educational institutes.
9. Future study can be carried out with special focus on the number of in-service leadership/communication trainings in which a head participated.

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LIST OF APSACS UNDER REGIONAL DIRECTORATES
IN RWP/ISL

Ser# Name of APSACS

RD Inter-Services Intelligence (ISI)

1. Army Public School and College Boys (Hamza Camp)
 Shakra-e-Stadium, Double Road, Rawalpindi
 2. Army Public School and College Girls (Hamza Camp)
 Shakra-e-Stadium, Double Road, Rawalpindi
 3. Army Public School - Junior Academy, (Hamza Camp)
 Shakra-e-Stadium, Double Road, Rawalpindi
 4. Army Public School and College Girls (Pothwar Complex),
 Ali Pur Frash Islamabad
 5. Army Public School and College Boys (Pothwar Complex),
 Ali Pur Frash Islamabad
 6. Army Public School (Sher Khan Complex), G-11/4,
 Islamabad
- RD Army Air Defence Command (AAD Comd)**
7. Army Public School and College (Boys), Ordnance Road,
 Rawalpindi
 8. Army Public School and College (Girls), Hamayun Road,
 Rawalpindi
 9. Army Public School and College, EME College, Rawalpindi
 10. Army Public School and College, Askari – XIV, Rawalpindi
 11. Army Public School and College (Jarar Camp), Adyala Road,
 Rawalpindi
 12. Army Public School and College, DHAI-I, Sector B, Orchard
 Area, Islamabad

13. Army Public School and College (Boys), DHAI-II Sector F, Defence Avenue, Commercial Areal, Islamabad
 14. Army Public School and College (Girls), DHAI-II Sector F, Defence Avenue, Commercial Areal, Islamabad
 15. Army Public School and College (Rawat Complex), at Junction Kallar Syedan, Main GT Road Rawat
 16. Army Public School Askari – IV, Askari Help Centre Airport Road, Jhanda Chichi, Rawalpindi
 17. Army Public School & College, Dhamial Camp, Qasim Army Aviation Base Rawalpindi
 18. Army Public School Golra Depot (GLD), Rawalpindi
 19. Army Public School Abid Majeed Road, Rawalpindi
- RD HQ 10 Corps**
20. Army Public School and College (Boys), Westridge, Rawalpindi
 21. Army Public School and College (Girls), Westridge, Rawalpindi
 22. Army Public School and College, Cambridge Stream, Westridge Rawalpindi
 23. Army Public School and College (Junior School), Westridge Rawalpindi
 24. Army Public School, Chaklala Garrison (Girls), Rawalpindi Cantt
 25. Army Public School, Chaklala Garrison (Boys), Rawalpindi Cantt
- RD JS Headquarters (JS HQ)**
26. JS (Army Public School and College), Rawal Road, Rawalpindi Cantt
- GHQ, QMG Branch**
27. Army Public School and College (Fort Road), Rawalpindi
 28. Army Public School and College (DCI), Defence Complex, E-10, Islamabad
- E-in-C Branch**
29. Army Public School and College (FWO), Gracy Line, Rawal Road, Chaklala, Rawalpindi
 30. Army Public School and College (FWO), Cobb Line, Convoy Road, Rawalpindi

31. Army Public School and College (Rooh-e-Rawan),
Westridge, Rawalpindi

RD GHQ (Zoon), HRD Directorate

32. Army Public School (SCO), Misrial Road, Rawalpindi

Certificate of Validity



**Relationship of Leadership Styles And Communication Skills of
Head Teachers at Secondary Level**

By Kanwal Yasmin

MPhil Scholar, Department of Education, National University of Modern Languages,
Islamabad, Pakistan

It is to certify that the adapted Questionnaire **Leadership Styles Scale (LSS)** and self-developed **Communication Skills Scale (CSS)** by the scholar have been assessed by me and I found these to have been developed adequately to assess the Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary Level. The LSS have five constructs (Autocratic Leadership Style, Bureaucratic Leadership Style, Democratic Leadership Style, Laissez-Faire Leadership Style and Paternalistic Leadership Style) while the CSS have six constructs (Emotional Expressiveness, Emotional Sensitivity, Emotional Control, Social Expressiveness, social Sensitivity and Social Control).

It is considered that these research instruments developed and adapted for the research mentioned above are according to the objectives and hypotheses of the research, assures accurate construct and content validity according to purpose of research, and can be used for data collection by the researcher with her full amount of confidence.

Name Dr. Shehzad Ahmed
Designation Assistant Professor
Institute Faculty of Education, UO
Signature _____

Dr. Shehzad Ahmed
Assistant Professor
Faculty of Education
University Of Okara

Certificate of Validity



Relationship of Leadership Styles And Communication Skills of Head Teachers at Secondary Level

By Kanwal Yasmin

MPhil Scholar, Department of Education, National University of Modern Languages, Islamabad, Pakistan

It is to certify that the adapted Questionnaire **Leadership Styles Scale (LSS)** and self-developed **Communication Skills Scale (CSS)** by the scholar have been assessed by me and I found these to have been developed adequately to assess the Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary Level. The LSS have five constructs (Autocratic Leadership Style, Bureaucratic Leadership Style, Democratic Leadership Style, Laissez-Faire Leadership Style and Paternalistic Leadership Style) while the CSS have six constructs (Emotional Expressiveness, Emotional Sensitivity, Emotional Control, Social Expressiveness, social Sensitivity and Social Control).

It is considered that these research instruments developed and adapted for the research mentioned above are according to the objectives and hypotheses of the research, assures accurate construct and content validity according to purpose of research, and can be used for data collection by the researcher with her full amount of confidence.

Name Dr. M. Tahir Khan Farooqi

Designation Associate Professor

Institute Faculty of Education

Signature [Handwritten Signature] University of Okara



Certificate of Validity



Relationship of Leadership Styles And Communication Skills of Head Teachers at Secondary Level

By Kanwal Yasmin

MPhil Scholar, Department of Education, National University of Modern Languages,
Islamabad, Pakistan

It is to certify that the self-developed Questionnaires (1. Communication Skills Questionnaire (CSQ) and adapted Questionnaire (2. Questionnaire Accessing Leadership Styles (QALS)) by the scholar towards her thesis have been assessed by me and I found these to have been developed adequately to assess the Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary Level. The CSQ have six constructs (Emotional Expressiveness, Emotional Sensitivity, Emotional Control, Social Expressiveness, social Sensitivity and Social Control) and QALS have five constructs (Autocratic Leadership Style, Bureaucratic Leadership Style, Democratic Leadership Style, Laissez-Faire Leadership Style and Paternalistic Leadership Style).

It is considered that these research instruments developed and adapted for the research mentioned above are according to the objectives and hypotheses of the research, assures accurate construct and content validity according to purpose of research, and can be used for data collection by the researcher with her full amount of confidence.

Name Sumera Rashid
 Designation Lecturer in Education
 Institute University of Education
 Signature [Signature] Lahore
 Date 25.06.2021

Certificate of Validity



**Relationship of Leadership Styles And Communication Skills of
Head Teachers at Secondary School Level**

By Kanwal Yasmin

MPhil Scholar, Department of Education, National University of Modern Languages,
Islamabad, Pakistan

It is to certify that the adapted Questionnaire **Leadership Styles Scale (LSS)** and self-developed **Communication Skills Scale (CSS)** by the scholar have been assessed by me and I found these to have been developed adequately to assess the Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary Level. The LSS have five constructs (Autocratic Leadership Style, Bureaucratic Leadership Style, Democratic Leadership Style, Laissez-Faire Leadership Style and Paternalistic Leadership Style) while the CSS have six constructs (Emotional Expressiveness, Emotional Sensitivity, Emotional Control, Social Expressiveness, social Sensitivity and Social Control).

It is considered that these research instruments mentioned above, are according to the objectives and hypotheses of the research, assures accurate construct and content validity according to purpose of research, and can be used for data collection by the researcher with her full amount of confidence.

Name Sarina Sajdar
Designation Lecturer
Institute UE, Bank Campus, Lahore.
Signature [Signature]

Lecturer
University of Education
Lahore

ARMY PUBLIC SCHOOLS & COLLEGES SYSTEM
SECRETARIAT

Individual copy

No: APSACS/Coord/2021 dated 07 Oct 2021

To: Regional Director JS HQ
Regional Director QMG Branch, GHQ
Regional Director E-in-C Branch, GHQ
Regional Director GHQ Zone
Regional Director 10 Corps
Regional Director AAD Comd
Regional Director ISI

Copy to: Ms Kanwal Yasmin
M.Phil Scholar
Department of Education
NUML, Islamabad
(Contact No. 0302-7689421)

Subject: Request for Collection of Data for Research Purpose regarding M.Phil Thesis

1. Ms Kanwal Yasmin, M.Phil Scholar of NUML has requested to visit your APSACS Institutions and collect data as per Questionnaire attached, for research purpose regarding M.Phil Thesis. Copies of her applications dated 17 Sep 2021 and 28 Sep 2021 are enclosed for your perusal and to proceed further.
2. You are requested to accommodate her as per school convenience.



Lt Col (R)
Chief Coordinator
(Muhammad Irteza Shaheen)

APSACS Sectt, Sectt Block Army Central Library, Tameez-ud-Din Road, GHQ R=walpindi.
Tel: 30037, 30902, (051) 5147615, Fax: 32304

RESTD


HQ 10 Corps
APSACS Branch
Chaklala Garrison
Telephone: Military:32137
No. 540 / APSACS / RO-3
19 Oct 2021

To: APS&C Pasban
APS&C Girls Chaklala
APS&C Boys Chaklala

Info: Ms Kanwal Yasmin
M.Phil Scholar
Department of Education
NUML, Islamabad
(Contact No. 0302-7689421)

Subj: Request for Collection of Data for Research Purpose Regarding M.Phil
Thesis

1. Ms Kanwal Yasmin, M.Phil Scholar of NUML, has requested to visit your APS&Cs to collect data for research purpose regarding M.Phil Thesis.
2. You are requested to accommodate her.


ARD
For Regional Director
(Ahmed Mehmood Sipra)

RESTD

Appendix VIII

Regional Director E-in-C Branch
Westridge-III Rawalpindi
Tel / Fax No 051 – 5452965
Case No 1004/Training/RD

13 Oct 2021

To APS&C (Rooh-e-Rawan) Westridge, Rwp
APS&C (FWO) Cobbe Lines Rwp
APS&C (FWO) Gracy Lines Ckaklala, Rwp
APS&C (Iqra) Risalpur

Info GHO, E-in-C Branch
(DP&A Dte)

APSACS Sectt

Ms Kanwal Yasmin, M Phil Scholar
Department of Education
NUML, Islamabad
(Contact No. 0302-7680421)

Please contact with the schools of this region for collection of data for completion of your thesis.

Subj: Request for Collection of Data for Research Purpose regarding M. Phil Thesis

Photocopy of APSACS Sectt letter no APSACS/Coord/2021 dated 7 Oct 2021 along with application and questionnaire in respect of Ms Kanwal Yasmin, M. Phil Scholar of NUML for subject purpose are enclosed herewith for your perusal and to proceed further.


Lt Col
Regional Director E-in-C Branch
(Muhammad Adil Bhatti, Retd)

Scanned with CamScanner

Appendix IX

Regional Office
HQ AAD Comd
Westridge Rawalpindi
Tel Civ-051-5178977
RD/06/Gen/21
18 Oct 2021

To: _____
(All APSs AAD Comd Region)

Subject: **Research for Collection of Data for Research Purpose regarding
M.Phil Thesis**

1. Copy of ltr no. APSACS/Coord/2021 dated 07 Oct 2021 received from APSACS Sectt on the subj is sent herewith.
2. Fwd for info/nec action, please.

Sdxxxxxxxxxxxxxxxxx
Maj
Regional Director
(Syed Saulat Ali Wasti, Retd)

Subject: **Request for the collection of data for Research Work**

Dear Respondent,

I am M.Phil. scholar and currently working on my research work i.e. **“Relationship of Leadership Styles and Communication Skills of Head Teachers at Secondary School Level”**. For achieving thesis objectives, it is mandatory requirement to get filled attached questionnaire from the Head Teacher / Section Heads of APSACS institutions. Your kind support is requested to fill the questionnaire. It is assured that your identity will be kept confidential and will not be shared with any person or authority. This Questionnaire is developed to collect data for the purpose of research work only. Your valuable time and cooperation in this regard will be highly appreciated.

Kanwal Yasmin

Reg. No: 1777 MPhil/Edu/F19

Department of Education,

NUML Islamabad

**RELATIONSHIP OF LEADERSHIP STYLES AND COMMUNICATION
SKILLS OF HEAD TEACHERS AT SECONDARY SCHOOL LEVEL**

Part -A

Demographic Information

1. Name of Institute: _____

2. Gender:

1	2
Male	Female

3. Age Group:

1	2	3	4
25-30 years	31-35years	36-40 years	40 Years & Above

4. Professional Qualification:

5.

1	2	3	4
PTC/CT	B.Ed	M.Ed	None

Work Experience as Section Head in current Institute: (Years)

1	2	3	4
Less than 3 years	3-5 years	6-8 years	9 and above

Part -B

Leadership Styles Scale (LSS)

Instructions: No question is right or wrong. You are requested to rate yourself honestly using guideline (1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree).

Sr#	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	BL1	Life can be made easier by finding the Policies and Procedures of any task and with continuous efforts.	1	2	3	4	5
2	AL1	Half of my employees are found hardworking by nature, but half need a push to complete task at its high standard.	1	2	3	4	5
3	LFL1	I believe that people always give a surprise when they are left alone for the task.	1	2	3	4	5
4	LFL2	I used to give minimum instructions for any task because in this way people will come up with the best working methods.	1	2	3	4	5
5	LFL3	I try to control every small detail of tasks.	1	2	3	4	5

Sr#	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	PL1	I advise whole heartedly when people often approach me for help and support.	1	2	3	4	5
7	BL2	I force my employees to perform the same task in a same way and procedure, because in this way, their efficiencies and results can be better.	1	2	3	4	5
8	BL3	My team works best when there is a clear and organized structure of action.	1	2	3	4	5
9	PL2	My employees see me as a teacher not only as a leader.	1	2	3	4	5
10	BL4	Expenses can be reduced if my employee do exactly what they are told, and they don't try to go beyond the instructions or policies of the institute.	1	2	3	4	5
11	DL1	I try to delegate many tasks to my employees as possible.	1	2	3	4	5
12	LFL4	I allow my employees to approach me at their time of ease rather than I come into contact them.	1	2	3	4	5

Sr#	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	PL3	I consult many people when making decisions, but they hardly disagree with my original idea. Contact	1	2	3	4	5
14	DL2	I take approval of my employees before making any change to their roles and responsibilities, even if for a day only.	1	2	3	4	5
15	DL3	I always welcome positive criticism and that's why people keep challenging my ideas and strategies.	1	2	3	4	5
16	AL2	I often make decisions without consulting others due to time pressure of the task.	1	2	3	4	5
17	AL3	I rarely go back from my decisions because people hardly disagree with my opinion and choices.	1	2	3	4	5
18	DL4	I take decisions after taking the largest consent and agreement from my employees.	1	2	3	4	5
19	AL4	I take right decisions at the right time and make sure that my employees follow those decisions with full effectiveness and usefulness.	1	2	3	4	5

Sr#	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20	PL4	I feel myself responsible for my employees, and I look after them.	1	2	3	4	5

Part-C
Communication Skills Scale (CSS)

Sr #	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21	EE1	I have tendency to be the lifeline of any party.	1	2	3	4	5
22	EE2	I feel comfortable with all types of people; young and old.	1	2	3	4	5
23	EE3	Whenever I am happy, I express it.	1	2	3	4	5
24	EE4	I am sometime unable to hide my feelings, even though I want to.	1	2	3	4	5
25	EE5	People around me know it very well what I am feeling	1	2	3	4	5
26	EE6	The way I feel is different from what others think how I feel.	1	2	3	4	5
27	ES1	I can be strongly affected by someone smiling or frowning at me.	1	2	3	4	5
28	ES2	I always know what people's true feelings are, no matter how hard they try to hide them.	1	2	3	4	5

Sr #	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29	ES3	It is difficult for me to understand the feelings of others.	5	4	3	2	1
30	ES4	I am often concerned about moods and feelings of others more than my own.	1	2	3	4	5
31	ES5	When people are speaking, I spend as much time watching their movements as I do listening to them.	1	2	3	4	5
32	ES6	I always think others are responsible for what bad has been done.	1	2	3	4	5
33	EC1	I am a confident person in every situation.	1	2	3	4	5
34	EC2	My facial expressions remain neutral most of the time.	1	2	3	4	5
35	EC3	I am very good at keeping calm expression even if I am upset.	1	2	3	4	5
36	EC4	It is easy for others to know when I am happy.	5	4	3	2	1
37	EC5	Moods of my employees affect me.	1	2	3	4	5
38	EC6	I get nervous when I have to do lots of tasks in limited time.	5	4	3	2	1
39	EC7	When things are not being done properly, I do not get angry very soon.	1	2	3	4	5

Sr #	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
40	SE1	I love to meet people.					
41	SE2	I greet people first.	1	2	3	4	5
42	SE3	I found it easy to speak in front of large groups of people.	1	2	3	4	5
43	SE4	I use lots of gestures while discussing something so that others can get my point easily.	1	2	3	4	5
44	SE5	It is very easy for others to know when I am happy.	1	2	3	4	5
45	SE6	I feel no hesitation to tell anyone when he/she is looking nice.	1	2	3	4	5
46	SE7	I express excitement when any of my employee presents a satisfactory solution of any problem.	1	2	3	4	5
47	SS1	I am very sensitive of criticism.	1	2	3	4	5
48	SS2	I feel insecure when I don't know what other persons are thinking about me.	1	2	3	4	5
49	SS3	I think that I take things too personally.	1	2	3	4	5
50	SS4	I am concerned about the impression which I am making on others.	1	2	3	4	5

Sr #	Code	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
51	SS5	I can easily judge when anyone around me is in trouble.	1	2	3	4	5
52	SS6	I can easily assess the personality of others through their interaction with others.	1	2	3	4	5
53	SS7	I care and like to help my colleagues or juniors when anyone of them is in trouble.	1	2	3	4	5
54	SC1	I am very good at leading any conversation.	1	2	3	4	5
55	SC2	I could talk for hours about any subject.	1	2	3	4	5
56	SC3	I end the conversation respectfully.	1	2	3	4	5
57	SC4	I discuss the aims and objectives of tasks with my employees.	1	2	3	4	5
58	SC5	I handle my employees politely when they sometime get aggressive.	1	2	3	4	5
59	SC6	I always encourage to ask questions.	1	2	3	4	5
60	SC7	I always know what activities are going on around me.	1	2	3	4	5

Thank you for your Co-operation, Precious time and Energy to participate in the study. Stay Blessed