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RECONCEPTUALIZING SITUATIONAL LEADERSHIP IN EDUCATIONAL MANAGEMENT: A CONTEMPORARY FRAMEWORK FOR INSTITUTIONAL EFFECTIVENESS

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Annotation. This article examines the evolving role of situational leadership in contemporary educational management. Traditional approaches to situational leadership emphasize the adaptation of leadership styles according to the readiness and competence of followers. However, the rapid transformation of educational systems, digitalization, globalization, and increasing institutional complexity necessitate a reconceptualization of this leadership model. The study analyzes the theoretical foundations of situational leadership and proposes a contemporary framework that integrates adaptive decision-making, digital leadership competencies, collaborative governance, and data-informed management practices. The findings suggest that educational leaders who effectively align leadership behaviors with contextual demands contribute significantly to institutional effectiveness, educational quality, and organizational sustainability. The article offers practical recommendations for educational administrators seeking to enhance leadership effectiveness in dynamic educational environments.

Keywords: Situational leadership, educational management, adaptive leadership, educational leadership, institutional effectiveness, organizational performance, strategic decision-making, digital transformation, educational innovation, leadership competencies.

Annotatsiya. Mazkur maqolada zamonaviy ta’lim menejmentida situatsion liderlikning o‘zgarib borayotgan o‘rni tahlil qilinadi. Situatsion liderlikning an’anaviy yondashuvlari rahbarlik uslublarini xodimlarning tayyorgarlik darajasi va kompetensiyalariga moslashtirishga asoslanadi. Biroq ta’lim tizimlarining jadal transformatsiyasi, raqamlashtirish jarayonlari, globallashuv va institutsional murakkabliklarning ortib borishi ushbu liderlik modelini qayta konseptuallashtirish zaruratini yuzaga keltirmoqda. Tadqiqotda situatsion liderlikning nazariy asoslari tahlil qilinib, moslashuvchan qaror qabul qilish, raqamli liderlik kompetensiyalari, hamkorlikka asoslangan boshqaruv va ma’lumotlarga asoslangan menejment amaliyotlarini o‘z ichiga olgan zamonaviy model taklif etiladi. Natijalar ta’lim rahbarlarining vaziyat talablariga mos

rahbarlik xatti-harakatlarini qo‘llashi ta’lim sifati, institutsional samaradorlik va tashkilotning barqaror rivojlanishiga sezilarli ta’sir ko‘rsatishini ko‘rsatadi.

Kalit so‘zlar: situatsion liderlik, ta’lim menejmenti, moslashuvchan liderlik, ta’lim rahbarligi, institutsional samaradorlik, tashkiliy samaradorlik, strategik qaror qabul qilish, raqamli transformatsiya, ta’lim innovatsiyalari, liderlik kompetensiyalari.

Аннотация. В статье рассматривается трансформирующаяся роль ситуационного лидерства в современном образовательном менеджменте. Традиционные подходы к ситуационному лидерству основываются на адаптации стиля руководства к уровню готовности и компетентности сотрудников. Однако цифровизация, глобализация и возрастающая сложность образовательных организаций требуют переосмысления данной модели лидерства. В исследовании анализируются теоретические основы ситуационного лидерства и предлагается современная концептуальная модель, объединяющая адаптивное принятие решений, цифровые лидерские компетенции, совместное управление и практики управления на основе данных. Результаты показывают, что образовательные руководители, способные адаптировать свои лидерские стратегии к изменяющимся условиям, вносят значительный вклад в повышение качества образования, институциональной эффективности и организационной устойчивости.

Ключевые слова: ситуационное лидерство, образовательный менеджмент, адаптивное лидерство, образовательное руководство, институциональная эффективность, организационная эффективность, стратегическое принятие решений, цифровая трансформация, образовательные инновации, лидерские компетенции.

INTRODUCTION.

The contemporary educational landscape is characterized by rapid technological advancement, globalization, increasing accountability demands, and continuous institutional transformation. Educational institutions are expected not only to provide high-quality instruction but also to respond effectively to changing social, economic, and technological conditions. As a result, educational leaders face unprecedented challenges that require flexibility, innovation, and strategic responsiveness. In such a dynamic environment, leadership has emerged as one of the most critical determinants of institutional success, educational quality, and organizational sustainability.

Among various leadership theories, Situational Leadership Theory developed by Paul Hersey and Kenneth Blanchard has gained considerable recognition in both management and educational research. The theory is based on the premise that there is no single best leadership style suitable for all situations.

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Instead, effective leadership depends on a leader's ability to adapt leadership behaviors according to the needs, competence levels, and commitment of followers. This adaptive perspective has made situational leadership particularly attractive in educational settings where teachers, students, and administrative personnel possess diverse experiences, skills, and professional expectations.

Over the past several decades, situational leadership has been widely applied in schools, colleges, and universities to improve communication, enhance staff motivation, and support organizational development. Educational leaders have used situational leadership principles to address challenges related to curriculum reform, teacher professional development, student achievement, and institutional change. Research has consistently demonstrated that leadership flexibility contributes to improved organizational climate, increased employee satisfaction, and enhanced institutional effectiveness. Consequently, situational leadership remains one of the most influential frameworks for understanding leadership behavior in educational organizations.

However, the context in which educational leadership operates has changed significantly since the original formulation of Situational Leadership Theory. Contemporary educational institutions function within highly complex environments influenced by digital transformation, artificial intelligence, internationalization, multiculturalism, policy reforms, and increasing competition among educational providers. The emergence of online and blended learning environments, data-driven decision-making systems, and stakeholder-centered governance models has fundamentally altered the responsibilities and expectations of educational leaders. These developments raise important questions regarding the adequacy of traditional situational leadership models for addressing modern educational challenges.

This article argues that situational leadership should be reinterpreted as a multidimensional leadership approach that encompasses not only follower readiness but also organizational adaptability, digital transformation, collaborative engagement, and data-informed management practices. By integrating these contemporary dimensions into the situational leadership paradigm, educational leaders can better respond to complex institutional challenges while maintaining high standards of educational quality and organizational performance.

Therefore, the primary purpose of this study is to reconceptualize situational leadership within the context of modern educational management and to propose a contemporary framework that reflects the realities of twenty-first-century educational institutions. Specifically, the study examines the theoretical foundations of situational leadership, analyzes emerging challenges in

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educational leadership, and develops a conceptual model that integrates adaptive strategic leadership, digital leadership competencies, collaborative governance, and evidence-based decision-making. The findings are expected to contribute to the advancement of educational leadership theory and provide practical guidance for educational administrators seeking to enhance institutional effectiveness in an increasingly complex and rapidly changing educational environment.

LITERATURE REVIEW.

Situational leadership emerged as a response to the limitations of trait-based and behavioral leadership theories. According to Hersey, Blanchard, and Johnson (2013), effective leaders continuously adjust their leadership styles according to situational variables and follower development levels. Educational leadership scholars have increasingly emphasized contextual responsiveness as a critical leadership competency. Leithwood et al. (2020) argue that successful school leaders adapt their practices to organizational culture, stakeholder expectations, and policy requirements. Similarly, Hallinger (2018) highlights the importance of instructional leadership and adaptive decision-making in improving educational outcomes.

Recent studies indicate that digital transformation has significantly altered leadership requirements within educational institutions. Educational leaders are now expected to manage technological integration, virtual learning environments, and data-driven decision-making systems. Consequently, traditional situational leadership frameworks may no longer fully capture the complexity of contemporary educational management.

METHODOLOGY.

This study employs a qualitative conceptual research design based on systematic literature analysis. Research Methods - Comparative analysis of leadership theories, content analysis of educational leadership literature thematic synthesis of contemporary educational management research, conceptual model development. The study examined peer-reviewed journal articles indexed in Scopus and Web of Science, international educational policy reports, and contemporary leadership research published between 2015 and 2025. Reconceptualizing Situational Leadership Traditional Perspective. The traditional situational leadership model consists of four leadership styles:

1. Directing
2. Coaching
3. Supporting
4. Delegating

Leadership effectiveness depends primarily on matching these styles to follower readiness levels. While this approach remains valuable, contemporary

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educational environments present challenges that extend beyond individual follower development. Contemporary Educational Challenges

- Modern educational leaders face
- Digital transformation initiatives
- Artificial intelligence integration
- Multicultural learning environments
- Increasing accountability requirements
- Stakeholder diversity
- Rapid policy changes
- Crisis and risk management demands. These factors require leaders to adapt not only to follower characteristics but also to organizational and environmental conditions.

A Contemporary Framework for Situational Leadership. The proposed framework consists of four interconnected dimensions. Adaptive Strategic Leadership. Educational leaders must continuously interpret environmental changes and align institutional strategies with emerging challenges.

Key competencies include: Strategic planning; Change management; Risk assessment; Innovation leadership. Digital Situational Leadership. Leaders must possess digital competencies that enable effective management of technology-enhanced educational environments. Key competencies include: Educational technology integration; Digital communication; Data analytics; Cybersecurity awareness. Collaborative Situational Leadership. Contemporary educational institutions require participatory decision-making processes involving teachers, students, parents, and community stakeholders. Key competencies include: Team leadership; Conflict resolution; Stakeholder engagement; Network governance.

Evidence-Based Situational Leadership. Leadership decisions should be informed by reliable institutional data and performance indicators. Key competencies include: Data interpretation; Quality assurance; Performance monitoring; Institutional evaluation.

DISCUSSION.

The proposed framework expands traditional situational leadership theory by incorporating organizational, technological, and environmental dimensions. Rather than focusing exclusively on follower readiness, educational leaders must navigate multiple contextual variables simultaneously. The reconceptualized model aligns with contemporary theories of adaptive leadership and strategic educational management. It recognizes that leadership effectiveness depends on the dynamic interaction between leaders, followers, institutions, and external environments. Educational institutions implementing this framework may experience:

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- Improved organizational adaptability
- Enhanced educational quality
- Stronger stakeholder engagement
- Greater institutional resilience
- Increased innovation capacity

CONCLUSION.

The evolving nature of educational systems necessitates a reconceptualization of situational leadership. Traditional leadership approaches centered solely on follower readiness are insufficient for addressing contemporary educational challenges. The proposed framework integrates adaptive strategic leadership, digital leadership, collaborative governance, and evidence-based management into a comprehensive situational leadership model. By adopting this approach, educational leaders can enhance institutional effectiveness, improve educational quality, and strengthen organizational sustainability.

Future empirical research should validate the proposed framework across different educational contexts and examine its impact on institutional performance indicators.

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