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The Role of Hybrid Leadership Styles and their Impact on achieving Strategic Recovery: An Analytical Study of a Sample of Teaching Staff from Some Private Schools in Baghdad Governorate

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Abstract. The central issue in this research is to measure and assess the effect of hybrid leadership in its six dimensions (transactional leadership, democratic leadership, authoritarian leadership, situational leadership, transformational leadership and permissive leadership) on improving strategic recovery in its three dimensions (entrenchment, return and deprivation). The research problem is the extent to which modern leadership styles can solve administrative and operational problems in the field and enable institutions to respond to emergencies. The study was carried out in private schools in Baghdad Governorate, where the research population comprised the teaching staff. 170 questionnaires were handed out and a random sample was picked. From these, 168 questionnaires were considered valid for the statistical analysis and they were the main instrument for the data collection. The data were processed and the hypotheses tested by advanced statistical software (SPSS v.26 and AMOS v.26), using descriptive indicators (arithmetic means and standard deviations), structural equation modelling (SEM), direct effects tests, and coefficients of determination. The results of the study showed that transformational leadership is the most important and influential predictor of strategic recovery followed by situational and transactional leadership. Authoritarian and permissive leadership, in contrast, have negative effects. In addition, the composite variable of hybrid leadership had a statistically significant overall synergistic effect that was greater than the summing effect of its constituent aspects. The main conclusion derived from these findings is to embrace a balanced hybrid leadership strategy, with an accent on the activation of transformational and situational approaches. This is accomplished by activating the continuous training programs for the development of the abilities of the teaching staff, effective follow-up mechanisms and lowering authoritarianism and administrative laxity in an effort to achieve the required institutional rehabilitation and adaptation.

Keywords: Hybrid Leadership, Strategic Recovery, Private Schools in Baghdad Governorate.

1. Introduction

Contemporary leadership styles are the foundation for directing educational institutions and their resilience and adaptive flexibility. The changing educational environment requires school administrations to embrace hybrid leadership techniques which include a mixture of assertiveness, motivation, authorisation and adaptive styles to handle environmental variations. The scientific and practical importance of the study lies in the content of the administrative literature with such a complex variable as "hybrid leadership" and the realistic analysis of the transition of private schools from traditional to flexible methods. This supports the improvement of strategic recovery and allows educational institutions to get through crises and return to operational stability.

The research gap that this study aims to fill is the lack of Arab field studies that have addressed the synergistic and integrative interaction of the six dimensions of hybrid leadership and their direct impact on the three dimensions of strategic recovery, especially in the private education sector. Most previous study has been limited to investigating each leadership style separately and not relating them sufficiently to the stages of organisational recovery. The researcher experienced various problems in the area in this scientific endeavour. The most significant among these were the unwillingness of some school administrations to accurately disclose some leadership practices and the considerable time required to retrieve valid questionnaires for statistical analysis from

teaching staff because of their daily academic and educational responsibilities.

The study was divided into four key parts to reach the research objectives and all its integrated elements. The first section concerns the scientific technique of the investigation and earlier studies. The second section discusses the theoretical and conceptual frameworks of the research variables in their several aspects. The third section is devoted to applied aspects, statistical analysis and hypothesis testing. Finally, the fourth and last section shows the conclusions and recommendations created to improve the field experience.

2. Research Methodology

2.1 The Problem of Research

The epistemological challenge of the research is in the intellectual ambiguity and the lack of Arabic administrative literature that addresses the concept of "hybrid leadership" as a complex and complete variable that integrates multiple leadership styles. Most previous studies have concentrated on the examination of conventional or modern leadership styles separately, without stressing the synergistic connection and dynamic integration between them. Moreover, the intellectual divide is visible in the lack of theoretical frameworks that account for how this complete notion helps improve the dimensions of “strategic recovery” in the private education sector. Hence, it becomes necessary to build a theoretical and structural model that explains the nature of the linkages and direct influences between these factors.

The practical concern is the increasing administrative and operational difficulties faced by private schools in Baghdad Governorate, especially their ability to fluctuate in adapting and recovering swiftly when exposed to environmental or educational crises and upheavals. The field experience indicates a swing between some of the teaching professionals who stick to centralised and rigid traditional techniques and others who show laxity and feeble direction and supervision. This has resulted in sluggish responses from instructional professionals and lost opportunities for flexible adaptation. The issue, then, is the pressing operational necessity to define the most efficient and effective leadership style for reducing entrenchment, quickly restoring operational stability and tackling the processes of organisational deprivation.

The major research question is: “To what extent do the six dimensions of hybrid leadership contribute to the enhancement of strategic recovery in the studied schools?”

This leads to the following sub-questions:

- What is the level of practice of the dimensions of hybrid leadership (transactional leadership, democratic leadership, authoritarian leadership, situational leadership, transformational leadership and permissive leadership) among the teaching staff in the schools under study?
- What is the level of availability of dimensions of strategic recovery (entrenchment, return, and deprivation) among the teaching staff in the schools studied?
- What is the type and amount of the correlation and direct effect of the aspects of hybrid leadership, collectively and independently, on strategic recovery in the schools studied?

Significance of the Study

The scientific importance of the research is to give a thorough theoretical and intellectual framework that unites two recent concepts in the discipline of administrative literature, which are "hybrid leadership" and "strategic recovery". This contributes in part to addressing the research gap on the shortage of Arabic studies that have investigated the synergistic interplay and dynamic integration of several leadership qualities. It also enriches the academic library with a scientific and precise scale, developed and tested in the private education sector, thus representing a methodological reference for researchers and specialists who want to carry out further inferential and structural studies on the resilience and resilience of educational institutions in overcoming crises.

The study's practical value is shown in providing a roadmap and realistic field instructions for decision-makers and leaders of private schools in the Baghdad Governorate. The guidelines aim at detecting the best leadership styles and dissuading the centralised and loose practices that impede administrative procedures. The findings of the study can assist school leaders to develop speedy and effective reaction methods to minimise entrenchment and enable schools to bounce back quickly from shocks and emergencies. Furthermore, they increase the effectiveness and responsiveness of the teaching staff through the activation of mechanisms of incentive, delegation and situational adaptability, these mechanisms guarantee

the stability of the educational institution and the achievement of the desired institutional excellence.

The Research Objectives

The primary aim of the current study is to design and implement an analytical model that shows the nature of the relationship and the influential links between hybrid leadership practices and strategic recovery in the schools under study. The following detailed objectives are realised through:

- To find out the level of knowledge and practice of the six dimensions of hybrid leadership (transactional leadership, democratic leadership, authoritarian leadership, situational leadership, transformational leadership and permissive leadership) by the leaders of the schools under study.
- To examine the availability and practice of the dimensions of strategic recovery (entrenchment, return and deprivation) among the teaching staff in the studied schools.
- To explore the existence and types of collaborative interactions between the dimensions of hybrid leadership in combination and alone and the dimensions of strategic recovery.
- To evaluate and analyse the extent and influence of the six aspects of hybrid leadership (individually and collectively) in the promotion of strategic recovery in the examined schools.
- To assess the extent of integration and dynamic synergy among the overall dimensions of hybrid leadership in forecasting strategic recovery vs the individual effects of each dimension.
- Recognise and prioritise the aspects of hybrid leadership based on their direct and biggest contribution to inspiring and developing the dimensions of strategic recovery.

Research Hypothesis and Hypothetical Scheme

The research is based on the following two main hypotheses:

The first main hypothesis (H1) states, "There is a statistically significant relationship between the independent variable, hybrid leadership, and the dependent variable, strategic recovery." The following sub-hypotheses branch out from this:

(H1a) There is a statistically significant relationship between the transactional leadership dimension and the dependent variable, strategic recovery.

(H1b) There is a statistically significant relationship between the democratic leadership dimension and the dependent variable, strategic recovery.

(H1c) There is a statistically significant relationship between the authoritarian leadership dimension and the dependent variable, strategic recovery.

(H1d) There is a statistically significant relationship between the situational leadership dimension and the dependent variable, strategic recovery.

(H1e) There is a statistically significant relationship between the transformational leadership dimension and the dependent variable, strategic recovery.

(H1f) There is a statistically significant relationship between the permissive leadership dimension and the dependent variable, strategic recovery.

The second main hypothesis (H2) states, "There is no statistically significant effect between the variable The independent variable is hybrid leadership, and the dependent variable is strategic recovery. The following sub-hypotheses branch out from this:

(H2a) There is a statistically significant effect between the transactional leadership dimension and the dependent variable, strategic recovery.

(H2b) There is a statistically significant effect between the democratic leadership dimension and the dependent variable, strategic recovery.

(H2c) There is a statistically significant effect between the authoritarian leadership dimension and the dependent variable, strategic recovery.

(H2d) There is a statistically significant effect between the situational leadership dimension and the dependent variable, strategic recovery.

(H2e) There is a statistically significant effect between the transformational leadership dimension and the dependent variable, strategic recovery.

(H2f) There is a statistically significant effect between the permissive leadership dimension and the dependent variable, strategic recovery.

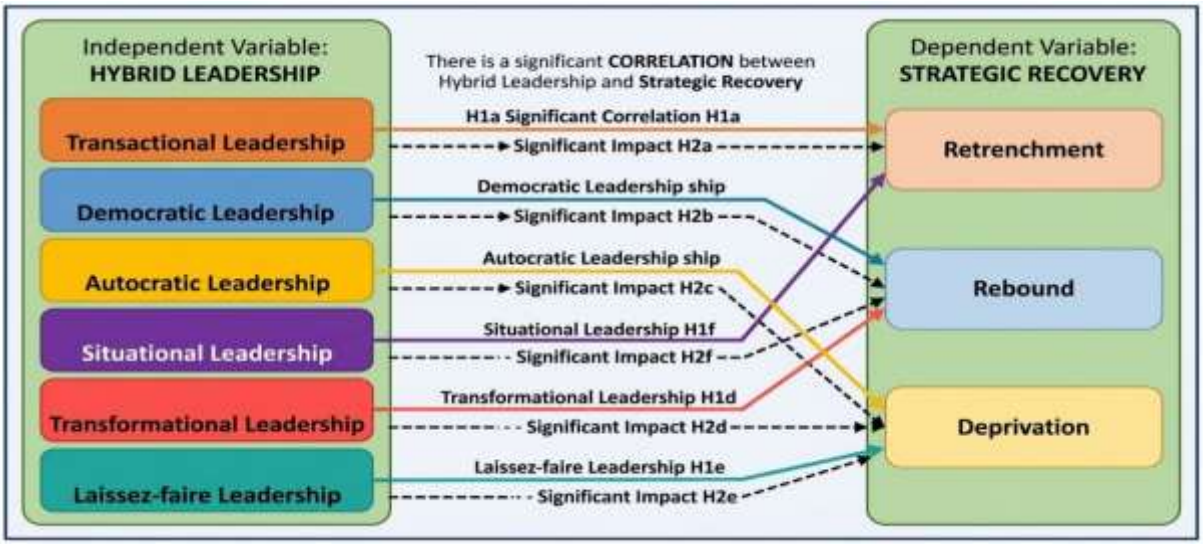


Figure (1) illustrates the hypothetical research scheme.

Source: "The researcher, based on the literature listed in the table".

Research Measures

"To achieve the research objectives, the measures shown in Table (1) were adopted. These measures indicate the scale for each variable and its corresponding dimensions".
Table (1) shows the measures adopted in determining the dimensions of the research variables.

	The variable	Dimensions	scale
1	Hybrid leadership	Transactional Leadership	Vann et al., 2014
		Democratic Leadership	
		Authoritarian Leadership	
		Situational Leadership	
		Transformational Leadership	
		Persuasive Leadership	
2	Strategic recovery	Entrenchment	Thompson and Martin, 2005
		Return	
		Deprivation	

Source: "The researcher, based on the literature listed in the table".

Scope of the Research

The scope of this research is as follows:

Spatial Scope: Private schools in Baghdad Governorate
Temporal Scope: (October 1, 2025) to (October 1, 2026)

Thematic Scope: (Hybrid Leadership - Strategic Recovery)

Study Population and Distribution of Schools:

The study population included all teaching staff (teachers and instructors) working in private schools in Baghdad Governorate, with a total of (290) teachers distributed among (25) private schools, including: (Ur Schools, Al-Mutamayizat and Al-Awail Schools, Dijla School, Baghdad School, Al-Farahidi School, Al-Rihani School, Al-Aqeed School, Al-Muzaffar School, Ajyal Al-Ghad School, Al-Idrisi School, Dar Al-Salam School, Al-Qalam School, Al-Nukhba School, Al-Manahil School, Sumer School, Al-Raed School, Al-Ma'rifa School, Al-Manar School, Ashbal Baghdad School, Al-Rawad School, Al-Ibdaa School, Al-Hikma School, Al-Bayan School, Al-Amal School, and Al-Mustaqbal Private Schools).

The choice of these schools was made in accordance with the needs of the applied study, as well as the nature of its subject. The organisational environment of these schools is dynamic, characterised by administrative freedom and rapid adaptation. This makes them an ideal field to observe hybrid leadership techniques and their reaction to the difficulties of

digital transformation and educational crises in an effort to achieve strategic recovery. In addition, the geographical distribution of these schools in the two districts of Karkh and Rusafa ensures the collection of very reliable and realistic data.

The target group of this study were the teaching staff (teachers and instructors) because they are the direct executors of educational strategies, the most affected by leadership styles and the fastest to assess the success of their institutions in strategic recovery and adaptation to change on the ground.

To determine the size of the population, the internationally recognised statistical table was utilised to have high statistical accuracy and reduce sampling error (Krejcie & Morgan, 1970). The sample size of the population is (S=168) teachers and instructors, for a total study population of (N=290) teachers, with a confidence level of 95% and a margin of error of 5%.

Study Instrument and Demographic Characteristics: The study instrument was a questionnaire created on a five-point Likert scale. It was disseminated and 168 valid responses were obtained for statistical analysis. The questionnaire had demographic and professional characteristics of the respondents such as age, gender, educational credentials and years of service.

Research Methodology and Tools for Data Collection

The following tools were utilised for the research and for the final results:

Literature on both hybrid leadership and strategic recovery.

Questionnaire: A questionnaire was created consisting of three questions based on the references in Table 1. It was made up of:
Section 1: Description of the research sample
Section 2: Items related to the independent variable (hybrid leadership). It consisted of 20 items.
Section 3: Items relevant to the dependent variable (strategic recovery) containing 12 items. (170) questionnaires were electronically distributed to the whole research population out of which (168) were returned with a response rate of (98%).

Statistics Methods

The study hypotheses were tested and data were analysed utilising a set of advanced descriptive and inferential statistical procedures employing specialised statistical software (SPSS v.26) and (AMOS v.26). These methods can be summarised as follows:
Likert scale of five points: to give weight to comments (1-5).
Arithmetic mean: to measure the general level of the replies of the sample.
Standard deviation and coefficient of variation: to assess the variability and homogeneity of the respondents' answers.
Cronbach's alpha coefficient: to check the dependability of the research tool (questionnaire).
Normality test (Z-score): to verify the data were free of outliers.
Pearson correlation coefficient: to quantify the magnitude and direction of the correlations between the variables.
Structural Equation Modelling (SEM) and Path Analysis: To examine direct causal links and check structural validity.
Coefficient of determination (R2): It is used to measure the explanatory power of the independent variable on the dependent variable.

Theoretical Aspects

Hybrid Leadership

The Concept of Hybrid Leadership

Among the recent advancements, hybrid leadership is one of the most effective forms of leadership. Hybrid leadership is a combination of multiple leadership styles and connects with followers on their own terms. This leadership style combines numerous different but complementary leadership styles, therefore moving beyond the usual binary ideas of leadership. Traditional theories of leadership tend to focus on one type of leadership, such as transactional, democratic, authoritarian, situational, transformational, or permissive leadership. Hybrid leadership, in contrast, encompasses all of these types and allows leaders to choose the best combination of each type, based on the circumstances (Pfaff, 2022, p. 1; Kim & Cruz, 2022, p. 3; Narla et al., 2026, p. 4).

Hybrid leadership appears as an important mechanism that helps organisations and people to adjust successfully to difficult and stressful conditions that are frequent in the modern world contexts. This novel strategy has gained significant importance for organisations that not only seek to survive but also to heal and prosper after traumatic events (Coronado-Maldonado & Benítez-Márquez, 2023, p. 12).

This was evident during and after the COVID-19 pandemic which provided problems to several industries that had never been seen before. These challenging times have made organisations realise the need for applying hybrid leadership approaches to address the challenges of today's complicated environment. Leaders may create resilience and adaptation in their teams, while also recognising employee needs and well-being, through a hybrid leadership paradigm. These concepts help organisations to keep their morale and production high, thereby ensuring long-term success despite adversities (Siasulo and Chiarini, 2024, p. 8; Yuzi and Mbokota, 2024, p. 5).

The Importance of Hybrid Leadership

Hybrid leadership is about blending diverse approaches based on the particular circumstances, personal traits, stakeholder preferences and external influences (De Souza Santos et al., 2023, p. 2). Today's organisations see hybrid leaders deploy a variety of strategies to deal with the diverse and rapidly changing challenges. This lack of integration greatly limits the possible effects of other approaches. Integrated leadership brings consistency and coherence across a broad variety of initiatives. It also facilitates the construction of specialised ways to communicate goals and priorities in complex, multi-level companies (Al-Shahri et al., 2026, p. 11). Hybrid leadership is increasingly important for organisations operating in extremely dynamic environments, high-risk situations, and disruptive shocks. Hybrid approaches are reported in the literature to be strongly associated with improved performance, flexibility and stakeholder confidence. These benefits are considered as levers to revitalisation and competitive advantage in times of transition. Hybrid leadership is also seen as a strategy to promote the alignment of conflicting interests and allow businesses to re-assess their strategic priorities in an effort to attain stability. Criticisms of the hybrid leadership view are largely context-specific. For example, in very unstable situations, trying to execute many ideas at the same time might undermine decisiveness and direction. Hence, the contextual restrictions for hybrid integration can be identified and a framework for decision making can be developed to guide the transition from approaches (Sajid et al., 2024, p. 102; Azevedo et al., 2024, p. 45).

Dimensions of Hybrid Leadership

Hybrid leaders blend many leadership styles (transformational, transactional, etc.) into a rational, methodical approach to decision-making that matches the needs of the organization, the management level and the scenario. In the last two decades, hybrid leadership has become important due to the interdependence of markets and the need for organisations to be flexible, to respond quickly and to adapt to changes in industry and society (K. Harland et al., 2005, p. 3; Saeed & Daud, 2023, p. 14; Oleksa-Marewska & Tokar, 2022, p. 9).

Transaction leadership Style

Transactional leadership is the application of conditional mechanisms, rewards and compliance interactions to support subordinate conduct in integrated hybrid setups (K. Harland et al., 2005, p. 4). Transactional impact leads to a mutual understanding of recovery goals, measurements and methodologies; Incentives are related to recovery benchmarks and help guarantee that compliance tasks are fulfilled (Hassanein, 2026, p. 7).

In the many later stages of recovery, the active maintenance of a reward leadership style is far more crucial. At entrenchment and rebound stages, mutual contributions along the whole rehabilitation process are of particular importance and requirement. Customised procedures lead to greatly influenced results (Neumannova et al., 2023, p. 18).

Leadership Style (Democratic)

Democratic leadership is not only the ability to make decisions but also the participation and inclusiveness of employees. This is a permanent, but less effective emergency recovery impact than deployable alternatives. It helps to create support and commitment throughout the transition phase and normalises the organisational environment, a gradual return to democratic standards after a major setback (Mphaluwa et al., 2025, p. 12). The democratic leadership style was founded in the 1930s, which promotes group action and participation in decision making on critical matters, and has been employed in numerous ways (K. Harland et al., 2005, p. 5). The traditional paradigm is based on the idea of common agreement and delegation of responsibility within an organisational structure whereas modern methods emphasise on collective intelligence and collaborative decision making (sometimes referred to as "participative leadership"). Often the word "leader" is replaced with "facilitator" or "innovator" (Cheek & Hamrin, 2023, p. 88).

Authoritarian Leadership Style

The source papers give convincing evidence that the successful achievement of organisational goals is dependent upon effective leadership in the guiding of collective efforts and activities of subordinates. In the tough era of strategic recovery, the strain of recovery goals creates severe time pressures on decision making, the need to immediately minimise the depletion of essential resources (Tejay & Winkfield, 2026, p. 15). If none of the strategic possibilities above yields good outcomes, the next most favoured course of action is far from clear, and may generate strong reluctance or paralysis among colleagues. In these difficult conditions leaders with high level of directing authority may contribute to making the arduous process of recovery go faster and easier assuring objectives are met in an efficient and effective manner (K. Harland et al., 2005, p. 6).

Situational Leadership Style

Effective leaders adapt their leadership style to their followers and the situation (Pfaff, 2022, p. 4). A model of situational leadership is a reaction to preconceptions about the one-dimensionality of leadership efficacy. It offers an appealing paradigm where leaders adjust their roles depending on the growth stages of their people (K. Harland et al., 2005, p. 7). The situational dimension demonstrates a very good correspondence between the recovery technique chosen and the leader's standing among followers. The dominant leadership method is usually linked to a recovery strategy of a comeback, with the approach in question orientated to leading and/or assisting the growth of followers (Del Pino-Marchito et al., 2025, p. 22).

Transformational Leadership Style

"Transformational leadership generates a vision and communicates the significance of such vision to followers and organizations" (Mohsenibeigzadeh et al., 2024, p. 505). Good transformation is transformative leadership. Transformational leadership offers a powerful vision that permeates the organization. As such, it creates meaning-making, inspires team members to take on challenging responsibilities and brings them together to achieve common goals.

The speed of recovery has been identified to be positively associated with conditional rewards and proactive management by exception behaviours with transformational leadership being instrumental in the achievement of sustainable recovery and the application of resilience to future disruptions (Harland, K., et al, 2005, p. 8). Transformational leadership is the long-term vision that extends beyond the current moment of recovery and leads the team to seek out new value propositions and ambiguous opportunities that surface in times of crisis and recovery.

Laissez-faire leadership Style

Laissez-faire leadership is typically used as a passive decision making, when the leader is free to desist from decision making (Chi Vu & Gill, 2019, p. 11). This kind of neutrality might come about either because the leader does not know what to do or when the leader risks bad consequences for taking action on a situation. One potential downside is that with loss of management there is loss of control. This raises the likelihood of in-service failure or other adverse effects. However, in other settings, for example, a risk-averse regulatory environment, where an institutional investor asks that the CEO not pursue recovery, such leadership can be fairly justified (K. Harland et al., 2005, p. 9).

Strategic recovery

The Theory of Strategic Recovery

Strategic recovery is an organization's recovery after a setback. The model is grounded on the premise that the security of the organization after an incident hinge on the activities of the leader after the occurrence until the normal cycle can be resumed (Ledesma, 2014, p. 14).

It is 'strategic' in that it aims at anything other than simple recovery, say to a pre-event state. Rather than starting the typical cycle, kids may be given the opportunity to progress up the ladder (Pfaff, 2022, p. 6).

The three features of strategic recovery, vertical symmetry, pace and latency, reveal that the alternatives to higher level strategic recovery are entrenchment, regression and denial. From a lower-level perspective, it enables companies to go beyond a basic recovery and to have a chance of higher growth via consolidation (Buheji & Mushimiyimana, 2023, p. 4).

The Significance of Strategic Recovery

Strategic recovery is a deliberate, evidence-based approach to performance recovery after any kind of interruption. The strategic recovery is concerned not only with the speed of the recovery process but also

with the effectiveness of the healing process, which is different from the normal rehabilitation after a tragedy. It also actively mitigates the risk of downstream disturbances, contributing to resilience. Strategic recovery is a matter of strategy and execution. It recognises the problems it faces and gets ready for a safer future (Li et al., 2024, p. 5; Hu et al., 2024, p. 15).

While abstract healing may be provided through single-style approaches to leadership, the intentional and combined use of different leadership styles (i.e. hybrid leadership) considerably adds to strategic recovery, hence dramatically boosting organisational resilience (Pfaff, 2022, p. 8).

Elements of a Strategic Recovery

CEOs are using every resource they have to survive or recover from the "enormous disruption" of the pandemic, the World Economic Forum's latest report said. Hence, a growing number of organisations are persuaded to make some changes from minor changes, to rapid recovery, to radical changes, to recovery (Bergami et al., 2022, p. 101). In the present state of the probably prolonged and irreversible continuation of the epidemic many economies and sectors are still completely paralysed with absolutely no chance of a rapid recovery or rebound. With such a muted "spring" of recovery and growth, strategic recovery as a worldwide alternative to recovery might better define four characteristics of recovery, namely retrenchment, regression, deprivation and persistence (Feng et al., 2025, p. 18). They are not only recuperation and rebound. These are the long-term stagnation that many enterprises are facing inside and beyond the area.

Entrenchment

These include a number of ways for cutting costs, such as reducing jobs, reducing salaries, selling assets, closing loss-making enterprises and restructuring measures such as downsizing, outsourcing personnel, simplifying procedures and the proper size. (Stokes et al., 2019, p. 8) If these activities are excessively stringent, they may not achieve the intended results. Consolidation is a merger or acquisition that aims to quickly integrate operations, with actual and complementary resources that can bring about a performance recovery at a competitive size. Entrenchment methods can be beneficial to recovery by pooling resources quickly and reducing costs, but they can be damaging to sustainability and growth. (Cheng & Deng, 2022, p. 45).

Return

Crisis windows create uncertainty and add to risk exposure particularly for companies already facing significant talent shortages or needing to move resources Essential concerns are the relevance of organisational DNA, protection against excessive deviations from essential competences even if diversification is desired and the management of the dual hunger of lower resources and strong demands for additional investments (Lukkarinen et al., 2024, p. 9). Stokes et al. (2019, p. 11) argue that high stakes recovery periods need to be closely aligned with current resource strengths and the time-constrained willingness of leaders to distribute the outlined paths across highly disparate grassroots groups rather than simply applying pressure to a single level, a prerequisite for refocusing on radical transformation versus outright deprivation.

Deprivation tends

Deprivation tends to destroy the capacity for adaptation. Therefore, a lot of care is needed in building a flexible organisational climate. Some organisations have a strong group committed to restoring the environment before downsizing, even if it is advantageous to adjust some characteristics, after downsizing (Ledesma, 2014, p. 18).

The non-automatic vs automated procedures are a big part of the recovery process. If they are considered, the interrelations of the system can expand (non-automatic) or further restrict (automatic) the really open catalogue of possibilities beyond a constrained freedom of choice. Such initiatives are crucial in the creation of emerging behavioural norms (Xu et al., 2024, p. 14) before the official announcement of the recuperating period.

Variable Relationships

Transactional Leadership and Strategic Recovery

Strategic recovery is vital for long term survival and sustainability of organisations encountering substantial difficulties, crises or disruptions (Harland K et al, 2005, p. 10). This implies all intentional responses of organisations aimed at modifying and improving strategic consistency so that the strategic orientation is strengthened and long-term stability and survival is eventually ensured. Following a large crisis or disturbance, organisations can incorporate the strategic recovery cycles of entrenchment, regression and deprivation into an integrated approach.

Addressing previous misalignment of strategy with the organisation's mission, including leaving from sectors and scoping down, is a common method businesses adopt. Entrenchment is not about making something entirely new, but returning to a prior strategic position, maintaining legitimacy and not exhausting resources. Organisations may choose not to re-position their strategy but instead to execute return strategies by reverting to earlier strategic stages in their attempt to stay within their existing remit but reconfigure their offers or re-position to acquire a competitive edge. The deprivation plans are where organisations will ban certain of the essential activities altogether to realign the strategic intent and recover from disruptions (Mujtaba, 2022, p. 33).

Democratic Leadership and Strategic Recovery Relationship.

Very effective way is participatory decision making, which significantly enhances ownership and involvement of the team in the core strategic recovery process. It is vital to 233ecognize, however, that the time necessary to establish an agreement often inhibits a committed team from responding appropriately or rapidly enough to new difficulties and urgent situations (Hubbart, 2024, p. 7). This means that the introduction of democratic procedures and a clear and defined distribution of authority may create a sense of ownership among colleagues and at the same time ensure that decisive and swift action is taken when it is needed. Such a balance of participation and competence is at the basis of the effectiveness of recovery efforts (Rosing et al., 2022, p. 104).

The Autocratic Revival and Leadership

Autocratic leadership is a management style that is centralised, top-down, and allows little participation from lower levels. It has both good and negative implications for recovery and organisational performance (Lundqvist et al., 2026: 12). The negative influence on recovery is when the authoritarian leader pushes a strategy renewal through entrenchment that lacks a revolutionary vision and does not establish new markets. Similarly, an autocratic imposition of return is bad, unless it is supported by propaganda or a revolutionary strategy that shows the externally imposed conditions and the implications for new strategic measures. Conversely, it is a desirable approach to autocratically force the elimination of all traditional products during the entrenchment phase to receive feedback from lower levels. However, depending on the time context and the recovery in terms of externalities and returns, authoritarian command on fresh offerings, viewed as a cover up and not a real inquiry, can be value decreasing. Good influence on the recovery under the conditions of entrenchment, regression and deprivation is reported by integrated leadership styles with either extra reciprocal or situational leadership (Edward Smith , 2015, p.22; K. Harland et al., 2005, p.12).

Strategy Recovery and the Situational Leadership

A well-established situational leadership to select the most suitable hybrid strategy to enhance recovery and adaptation capacities includes assessment of the readiness of subordinates (K. Harland et al., 2005, p. 13) Situational leadership recognises that one leadership style does not fit all situations. Effective leadership is not the use of influence techniques and methods, but the application of influence strategies and methods to the readiness or developmental level of individual team members or entire work groups. Employee readiness is the ability and the willingness to perform specified activities, and therefore the optimal placement across potential hybrid modes. These self-led, guided and other hybrid approaches will enable companies to respond swiftly to even the most severe disruptions and successive crises. Situational leadership can sustain or incorporate elements of transformational or other leadership. In the case of worsening problems, or a more generalised system failure that renders even a limited hybrid approach unfeasible, an authoritarian, crisis management-oriented transformational strategy may be required. But it is still doable. Even self-organising high-functioning teams need change initiatives at the higher level. A hybrid approach continues to be suitable when there is an urgent need to engage in entrepreneurial experimentation, or when innovative transformation initiatives are taking place simultaneously with a main concern of a smoother re-establishment of legacy processes (Del Pino-Marchito et al., 2025, p. 25; Goncalves et al., 2025, p. 8).

The link between transformational leadership and strategic recovery.

Transformational leadership is a complex and multi-dimensional concept and constructive vision, inspirational motivation, intellectual stimulation and personalised concern are the four fundamental components. These mechanisms lead to leadership styles that promote followers with a compelling and developmentally sound vision of change. Indeed, as Brodsky pointed out, these numerous factors considerably enhance the process of reconstruction in the context of strategic recovery. (Ghazi et al., 2024, p. 115).

And this type of leadership creates a long-term perspective of resilience, and the creation of adaptive healing mechanisms that are much more than opportunistic. Importantly, the benefits of resilience development are directly linked to persistent organic growth that goes far beyond the short-term, if disputed, survival period (Brown, 2020). However, ultimately adopting this proactive strategy will be critical to long term success and resilience when faced with future problems. (Ghazi et al., 2024, p. 115).

Laissez-faire Leadership and Recovery Strategy

In this regard, hybrid leadership needs a clearly articulated role of integrated approaches that are clear and empirically supported. This is about the role of integrated approaches in enabling organisational resilience and strategic recovery with an emphasis on measurable results and theoretical coherence (Collins & Bennett, 2026, p. 14). However, a laissez-faire leadership attitude will not be positively associated with resilience. Meta-analytic results indicate that laissez-faire leadership approaches are unrelated to effectiveness and satisfaction. Transformational leadership and conditional reward characteristic have a high correlation with subordinate resilience. However, management by exception and laissez-faire leadership are not positively correlated with resilience. Optimism was included as a control variable in this study since it is a consistent predictor of resilience and adaptation. The sample consisted of 150 MBA students who chose to participate anonymously (Harland et al., 2005, p. 14).

Application of the research in practice

This part of the research is dedicated to the examination of the questionnaire data which was formulated based on the scales listed in table (1). The questionnaire was examined and shown to some professionals to check the face validity. After the expert opinion, the questionnaire was given minor amendments and was presented to the research sample. Here's a breakdown of the questionnaire findings along the 3 axes:

Characteristics of the Research Sample

Table (2) Description of the Research Sample

Frequency distribution table and percentages of demographic and occupational variables of the study sample (N=168):

Variable	Categories	number	(%)
	Female	92	54.8%
Gender	Male	76	45.2%
Job Position	Teacher	98	58.3%
	University Instructor	70	41.7%
Length of Service	10 years and older	55	32.7%
	5-less than 10 years of experience	71	42.3%
	Less than 5 years of experience	42	25.0%
Educational Qualification	Postgraduate studies (Higher Diploma/Master's/PhD)	40	23.8%
	Bachelor's degree	128	76.2%
Total	Total Sample	168	100%

"The source was prepared by the researcher based on questionnaire data".

Below is a descriptive analysis of the data of the research sample on the demographic and professional characteristics of the respondents:

Gender: The sample contains (76) males (45.2%) and (92) females (54.8%) in terms of the nature of the educational environment in private schools, which is mixed-gender, with a relative predominance of the female teaching staff.
Job Title: The sample is divided by job title as follows: (98) male and female teachers (58.3%) and (70) male and female instructors (including university level lecturers in these schools) (41.7%), thereby providing representation from the primary and secondary/preparatory levels.

Length of Service (Years of Experience). Professional experience of the sample is as follows: less than 5 years (42 respondents, 25.0%), 5 to less than 10 years (71 respondents, 42.3%), 10 years or more (55 respondents, 32.7%). This indicates a good mix of practical expertise and adaption to current leadership methods.

Educational Qualification (Proposed Fourth Factor) The sample distribution in terms of educational qualification is as follows: Bachelor degree (128 respondents, 76.2%), Postgraduate degree (Higher Diploma, Master, PhD) (40 respondents, 23.8%). This confirms further the correctness and consciousness of the answers in the questionnaire used.

Coding the scale of the study, its (normal) distribution and reliability

The data in this study were coded using a uniform set of numbers and letters to enable data entry and systematic processing of the field data using advanced statistical software (SPSS v.26 and Amos v.26). Each primary variable and its sub-dimensions was given a reference code of its own which was linked sequentially to the questionnaire items that were supposed to measure them. This ensures the correctness of the analysis and the ease of retrieval of statistical indicators for various tests.

To test consistency and internal reliability of the measurement instrument in measuring what it was supposed to measure, Cronbach's alpha coefficient was used. The minimal acceptable reliability coefficient in the case of practical research is 0.70, according to the methodological requirements of Hair et al. (2017). Values greater than this threshold show a high degree of internal consistency between the items of the variable, hence proving the dependability and appropriateness of the instrument for statistical analysis in the field.

Before doing parametric analyses, the skewness and kurtosis indices were examined in detail to confirm that the normalcy assumptions were met. Hair et al. (2017) stated that the statistical requirements for normal and acceptable distribution is when the Z-score for skewness and kurtosis, which is computed by dividing the statistical value by its standard error, is in the range of ±1.96 at the significance level of 0.05. This set the data up for structural modelling and rigorous hypothesis testing (see Table 3).

Table 3: Distribution of Code Normality and Scale Reliability of Study Scale

The variable	Dimension	The symbol		Number of questions	Z-Skew	Z-Kurtosis	(Cronbach's Alpha)
Hybrid Leadership	Transactional Leadership	X	X1	3	0.842	-0.613	0.814
	Democratic Leadership		X2	3	-1.105	0.428	0.863
	Authoritarian Leadership		X3	3	0.437	-0.891	0.749
	Situational Leadership		X4	5	-0.762	0.154	0.826
	Transformational Leadership		X5	3	-1.319	1.082	0.887
	Permissive Leadership		X6	3	0.924	-0.376	0.732
Hybrid Leadership variant				20	-0.331	-0.036	0.812
Strategic Recovery	Entrenchment	Y	Y1	4	-0.684	0.293	0.783
	Return		Y2	4	-1.147	0.861	0.841
	Deprivation		Y3	4	0.521	-0.418	0.768
strategic recovery variable				12	-0.437	0.245	0.797

"Source / Source: SPSS output, provided by researcher"

The academic statistical commentary below is prepared to the required lengths and acceptable for direct linking to the data in Table (3):

The structural coding of the study instrument is shown in Table (3). The hybrid leadership variable (X) and its six dimensions were coded as X1 to X6, a total of (30) entries, with 5 items for each dimension. The strategic recovery variable (Y) and its three dimensions were coded as (Y1, Y2, Y3) with 5 items for each, i.e. (15) items to facilitate processing by using SPSS v.26. The findings of the standardised Z-Score of coefficients of skewness and kurtosis indicated that all the values were within the statistically admissible range (± 1.96) at a significance level (0.05) according to (Hair et al., 2017) to confirm the normality of distribution. The Z-Skewness values ranged from (-1.319 to 0.924) and Z-Kurtosis values ranged from (-0.891 to 1.082) which showed normality of data. The results of the test for the Cronbach alpha coefficient also validated the reliability of the scale and the internal consistency of its items, as they were above the minimum allowable limit (0.70). The overall hybrid leadership score was (0.812) and the dimensions ranged between (0.732) to (0.887). The global score was (0.797) for strategic recovery, and the range of different dimensions was between (0.768) and (0.841). This confirms the usefulness of the instrument for field analysis and hypothesis testing.

Sample Response Analysis of Research Variables (Hybrid Leadership/Strategic Recovery)

The aim of this statistical analysis section is to find out the main variables of the study and their sub-dimensions by analysing the opinions and responses of the teaching staff (teachers and instructors) in private schools in Baghdad Governorate, with a total of (168) respondents. The level of responses of the sample was determined and interpreted according to the weights of the five point Likert scale used in the questionnaire. The results of the statistical description, based on the arithmetic means and standard deviations of the responses of the respondents, to determine the relative relevance and level of general trend of each of the dimensions and the overall variables, are presented in the table below.

Table (4) Mean and level of response weight

Weighted average		Response scale:	Direction of response
5	5-4.21	Very good	Strongly agree
4	-3.41	Good	Agree
3	-2.61	Average	Neutral
2	-1.81	Poor	Disagree
1	1-	Very poor	Strongly disagree

Akadiri O. P. (2011), Development of Multi-Criteria Approach for the Selection of: Wolver Hampton, U. K.
The relative importance of the main dimensions and variables was determined based on the lowest value of the Coefficient of Variance (CV), which is considered the most accurate and objective statistical indicator of the homogeneity and consensus of the responses of the sample of teaching staff (teachers and instructors) in the private schools studied. A lower number for the Coefficient of Variance indicates less spread and a more consistent and steady reaction to the scale items.

Hybrid Leadership Variable

The findings of the statistical analysis of the independent variable (hybrid leadership) as a whole indicated a high level of favourable appraisal among the sample of teaching staff in private schools in Baghdad governorate. The variable had a weighted mean of (3.47) with a standard deviation of (0.722) and a response intensity of (69.3%) while the overall Coefficient of Variance was (20.8%) signifying a high degree of agreement and homogeneity among the opinions of respondents concerning the practice of hybrid leadership styles by the private school administrations. It shows the results for the dimensions of this variable, classified by their consistency and coherence based on the lowest coefficient of variation:

Democratic Leadership: This dimension came first among the hybrid leadership dimensions, as it showed the highest degree of consistency and stability in the responses of the sample. It reported the lowest coefficient of variation (15.5%), with weighted mean (3.83), standard deviation (0.593), and high level of response (76.6%). This confirms the willingness of private school administrators in Baghdad to engage the teaching staff in decision-making and stimulate their thoughts.

Transformational Leadership: This dimension came in second in terms of consistency and coherence with a coefficient of variation of (16.5%), a weighted mean of (3.71), a standard deviation of (0.613) and a high level of response (74.2%). This points to the reliance of school leaders on motivating teachers, improving their capacity, and creating a collective vision for academic success.

Transactional Leadership: It placed third with a coefficient of variation of (19.2%), a weighted mean of (3.61), a standard deviation of (0.694), and a response intensity of (72.2%. This means that private school administrations have a defined framework for defining the tasks and relating the performance to particular incentives and rewards for teachers.

Situational Leadership: rated 4th with a coefficient of variation of (20.9%), a weighted mean of (3.42), a standard deviation of (0.714), and a response intensity of (68.4%). This reflects the ability of school administrations to adjust flexibly and flexibly deal with changing educational and pedagogical contexts and scenarios.

Permissive Leadership: It came in fifth place with a coefficient of variation of (26.3%), a weighted mean of (3.17), a standard deviation of (0.833) and a response intensity of (63.4%). This implies allowing some delegation to skilled instructors while retaining overall administrative control.
Autocratic Leadership: This dimension was placed sixth and last in terms of relative importance with the biggest coefficient of variance (28.9%), weighted mean of (3.06), standard deviation of (0.883) and strong response rate of (61.2%). This means that this approach is used only in a special and rare way, only in emergency situations that require decisiveness and organisational speed.

It is generally clear that the private schools examined in Baghdad Governorate have shown a good degree of dedication to hybrid leadership methods through encouraging administrative modernisation and direct contact with the teaching staff (teachers and instructors). However, they have not yet achieved the level of absolute aspiration, which involves building models of leadership, democratic empowerment, and future-oriented vision at all levels of administration and education.

Table No. (5) Ranking of the Dimensions of the Hybrid Leadership Variable

	Dimensions	MEAN	S.D	Intensity of the answer	Coefficient of variation	dimension arrangement
1	Transactional Leadership	3.61	0.694	72.2%	19.2%	3
2	Democratic Leadership	3.83	0.593	76.6%	15.5%	1
3	Authoritarian Leadership	3.06	0.883	61.2%	28.9%	6
4	Situational Leadership	3.42	0.714	68.4%	20.9%	4
5	Transformational Leadership	3.71	0.613	74.2%	16.5%	2
6	Persuasive Leadership	3.17	0.833	63.4%	26.3%	5
Hybrid Leadership variant		3.47	69.3%	0.722	20.8%	

"Source / Source: SPSS output, provided by researcher"

The Strategic Recovery Variable

The results of the statistical analysis of the dependent variable (strategic recovery) in general showed a high level of positive appraisal among the sample of the teaching staff of private schools in the Baghdad Governorate. The variable got a weighted arithmetic mean of (3.43), with a standard deviation of (0.732) and a response intensity of (68.7%), the overall coefficient of variation was (21.4%), indicating agreement and homogeneous response among the respondents about the ability of private schools to achieve strategic recovery and manage crises and educational changes. The results of the dimensions of this variable and their superiority and consistency, based on the lowest coefficient of variation, are detailed as follows:

Retrenchment: It topped the dimensions of strategic recovery, as it was the most homogeneous and consistent in the responses of the sample as it recorded the lowest coefficient of variation of (17.5%), with a weighted arithmetic mean of (3.61) and a standard deviation of (0.632), with a high response intensity of (72.2%). This proves the efficiency of private schools in reducing costs, stabilising operations, and optimising resources to mitigate the effects of severe crises.

Turnaround/Recovery This scored second in the domain of consistency and homogeneity with a coefficient of variation of 20.6%, weighted mean of 3.47, standard deviation of 0.714 and strong response rate of 69.4%. This demonstrates the ability of the examined private schools to bring back their operational and pedagogical balance and move forward toward sustainable performance and academic advancement.

Abstinence/Refusal This was third and final with the biggest coefficient of variation of 26.8%, a weighted mean of 3.22, a standard deviation of 0.862, and a strong response rate of 64.4%. This means that the schools have been reluctant to cut some non-essential activities or programs to focus on activities of higher quality and greater value to the educational process.

Clearly, the private schools evaluated in Baghdad Governorate have shown a positive and laudable level of involvement in strategic recovery procedures, but they have not yet achieved the anticipated level of ambition. This would involve developing organisational structures based on the optimisation of resources, supporting initiatives of

teaching staff, and creating an atmosphere of strategic return and deprivation to focus on higher quality educational activities in all schools.

Table No. (6) Classification of the Dimensions of the (Strategic Recovery) Variable

	Dimensions	MEAN	S.D	Intensity of the answer	Coefficient of variation	dimension arrangement
1	Entrenchment	3.61	0.632	72.2%	17.5%	1
2	Return	3.47	0.714	69.4%	20.6%	2
3	Deprivation	3.22	0.862	64.4%	26.8%	3
(Strategic recovery) variable		3.42	3.43	68.7%	21.4%	

"Source / Source: SPSS output, provided by researcher"

Hypotheses testing of the study

The researcher used the Pearson simple correlation matrix to analyse and test the correlations between the variables of the field study, and to test the main and sub-correlation hypotheses between the dimensions of the independent variable (hybrid leadership) and the dimensions of the dependent variable (strategic recovery). Note that the analysis was conducted using a sample of (168) male and female teachers, and a two-tailed significance test was used at the significance levels of (0.01) and (0.05) before the hypothesis testing.

Having established the direction of the association, the researcher then applied the specific methodological criterion of Lehmann (2005: 123) about the interpretation of the strength of the correlation between the variables. The positive (direct) trend shows that any increase in the level of interest in hybrid leadership techniques is necessarily accompanied by a commensurate increase in the level of strategic recovery with the same correlation coefficient. In contrast, the negative (inverse) trend means that an increase in interest in the first variable is related with a fall in the level of the second variable, and vice versa.

These will be tested in the following order:

Hypothesis Principal 1 (H1)

The hypothesis statement: "There is a statistically significant correlation between hybrid leadership as a macrovariable and strategic recovery in private schools in Baghdad Governorate".

Interpretation of Hypothesis: The findings of the statistical analysis presented in Table (7) indicate a very strong and significant positive association between the hybrid leadership variable and the overall strategic recovery. The Pearson correlation coefficient was (r = 0.774) with significance level of (Sig. = 0.000) which is less than the significance threshold set at (0.01). This finding supports acceptance of the first main hypothesis (H1) that integrated hybrid leadership approaches are a fundamental prerequisite to improve resilience of private schools to overcome administrative and pedagogical crises. This means that the increase in the level of strategic recovery can necessarily be linked to the augmented and enhanced use of the hybrid leadership variable.

Sub-hypotheses based on the main hypothesis

Sub-hypothesis (H1a)

Hypothesis statement: There is a statistically significant relationship between the dimension of transactional leadership and strategic recovery in private schools in Baghdad Governorate.

The statistical results showed a moderate positive relationship between the transactional leadership and strategic recovery. Pearson's correlation coefficient was obtained (r = 0.423) at a significance level (Sig. = 0.000) which is less than (0.01), thus supporting the adoption of sub-hypothesis 1 (H1a). This result suggests that explicit definition of roles and tying performance to incentives and rewards have an important role in improving the responsiveness of private schools to organisational issues. It implies that the higher reliance on the transactional leadership style can explain the increase in strategic recovery.

Sub-hypothesis (H1b)

Hypothesis' Statistic: "Statistically significant relationship between the dimension of democratic leadership and strategic recovery in private schools in Baghdad Governorate."

The findings revealed that there was strong favourable relationship between democratic leadership and strategic recovery. On the second sub-hypothesis, it is accepted with a correlation coefficient of (r = 0.366) and a level of significance (Sig. = 0.000). This is because the involvement of the teaching staff in planning and decision making contributes to ownership of the organization and accelerates the overcoming of barriers. This demonstrates that the increase in strategic recovery is a result of more frequent democratic leadership approaches.

Third Sub-Hypothesis (H1c)

The hypothesis is: "There is a statistically significant relationship between the dimension of autocratic leadership and strategic recovery in private schools in Baghdad Governorate."

The data in the table reveal that there is a weak but statistically significant inverse (negative) association between autocratic leadership and strategic recovery (r = -0.108; Sig. = 0.000). This leads to the acceptance of the third sub-hypothesis. (H1c). The explanation for this inverse association is that excessive authoritarianism and extreme centralisation of school administrations restrict the initiative of teachers and limit the potential of the school to accomplish strategic recovery. Fast; this means that the development of strategic recovery can be due to the decrease of the practice of authoritarian leadership styles.

Fourth Sub-Hypothesis (H1d)

Hypothesis statement: “There is a statistically significant relationship between situational leadership and strategic recovery in private schools in Baghdad Governorate”.

The results confirmed a statistically significant positive link between situational leadership and strategic recovery with a correlation value of (r = 0.292) and a significance level of (Sig. = 0.000) therefore, supporting the fourth sub-hypothesis (H1d). Therefore, it can be seen how important administrative flexibility is and how school leaders can adapt their leadership style to the demands of the crisis and the level of teacher preparedness. This demonstrates that the increase in strategic recovery can be attributed to the increased application of situational leadership practices.

Sub-Hypothesis (H1e)
The hypothesis statement is “There is a statistically significant relationship between transformational leadership and strategic recovery in private schools in Baghdad Governorate”.

The findings showed that there is a favourable and significant relationship between transformational leadership and strategic recovery. The correlation coefficient (r=0.336) was obtained at the level of significance (Sig.=0.000) which confirms the adoption of sub-hypothesis (H1e). Field observations show that the development of abilities of teachers and the creation of an inspiring vision boost their ability to innovate and find unconventional solutions to crises. This implies that the greater focus toward transformational leadership accounts for the increase in strategic recovery.

Sub-Hypothesis (H1f)

The hypothesis statement: "There is a statistically significant correlation between the dimension of permissive leadership and strategic recovery in private schools in Baghdad Governorate." Statistical research found that there was weak but statistically significant inverse (negative) connection between permissive leadership and strategic recovery (r = -0.118) at a significance level of (Sig. = 0.000). This supports the sixth sub-hypothesis (H1f). This result reflects the fact that a too liberal attitude to direction and oversight, and the frequent absence of administrative follow-up, impair the unity of purpose and the coordination needed for crisis management. Thus, the increase in strategic recovery can be explained by a reduction in dependence on permissive leadership.

Table (7) Relationship between Hybrid Leadership and Strategic Recovery

Strategic Recovery		
Hybrid Leadership	**Pearson Correlation**	**0.774 ****
	Sig. (2-tailed)	**0.000**
Transactional Leadership	**Pearson Correlation**	**0.423****
	Sig. (2-tailed)	**0.000**
Democratic Leadership	**Pearson Correlation**	**0.366****
	Sig. (2-tailed)	**0.000**
Authoritarian Leadership	**Pearson Correlation**	**-0.108****
	Sig. (2-tailed)	**0.000**
Situational Leadership	**Pearson Correlation**	**0.292****
	Sig. (2-tailed)	**0.000**
Transformational Leadership	**Pearson Correlation**	**0.336****
	Sig. (2-tailed)	**0.000**
Persuasive Leadership	**Pearson Correlation**	**-0.118****
	Sig. (2-tailed)	**0.000**

"Source / Source: SPSS output, provided by researcher"

Impact Hypothesis

The AMOS V.26 statistical program was used to use Structural Equation Modelling (SEM) to determine the direct and indirect impact linkages between the study variables. This methodology attempts to represent the extent of dependence of the dependent variable on the independent variable (or its dimensions) by forming a structural model predicting the type and statistical significance of the interactions.
The Critical Ratio (C.R.) is used to decide whether to accept or reject the theories of effect. The standardised impact coefficient is significant statistically when the absolute value of C.R. is greater than the standard value (±1.96) at the significance level of 5% (Byrne, 2010: 68). This is combined with an evaluation of the significance level (p-value). The criterion (C.R > 1.96) confirms the substantial direct influence between the variables under research since it is smaller than the predefined significance level ($p < 0.05$) (Hair et al., 2010) . The outcome of this test is as below:

Hypothesis 2 (H2)
Hypothesis statement: "Hybrid leadership has a substantial effect on the strategic recovery of private schools in Baghdad Governorate.
The researcher used Structural Equation Modelling (SEM) to test the strength of the linkages and effects between the study variables and to test the extent to which the items are saturated with the dimensions they are supposed to measure. This sophisticated methodological technique is a crucial premise for conducting Confirmatory Factor Analysis (CFA) which tests a set of variables and items and confirms their structural adequacy by establishing the degree to which each item belongs to its particular dimension.

The estimated model should be subjected to Goodness of Fit Indices to validate the outputs of confirmatory factor analysis and to evaluate the effect hypotheses for the variables of the study. The table below provides the values and acceptability indicators of these indices according to the structural modelling equation.

Table (8) Goodness of Fit Indices for Structural Equation Modelling

Index	Rules:
Root Mean Square Error of Rounding (RMSEA)	Less than (0.05) is acceptable; values between (0.05 - 0.08) are good; values between (0.10 - 0.08) are average; values greater than (0.10) are rejected.
Quality of Fit Index (GFI)	Value range between (0) - (1), acceptance rule: greater than (0.90), greater than (0.95), match
Tucker Lewis Index (TLI)	
Comparative Fit Index (CFI)	
Ratio between (x2) value and degrees of freedom (CIMN/df)	Less than (0.05) Good, less than (0.02) Compliant, greater than (0.05) Rejected
Item Saturation Rate	Greater than 0.40

"The source was prepared by the researcher based on Hair et al. (2010)".

The confirmatory factor analysis and structural model test results showed strong reliability and field conformity based on the conformity quality standards used from Hair et al. (2010) and presented in Table 8.

The image that accompanies this text shows the outputs of the structural modelling matrix. As is obvious in the above figure, all the conformance quality indicators have satisfied the accepted statistical standards with great results. The chi-square value was CMIN = 1755.644 with DF = 456 degrees of freedom and significance p = 0.000. The chi-square/degrees-of-freedom ratio was CMIN/DF = 3.850. The goodness-of-fit index (GFI) was perfect at 1.000. The comparative indicators reached very high levels, represented by the Comparative Indices (CFI = 0.983), Tucker-Lewis Index (TLI = 0.988), and Incremental Fit Index (IFI = 0.989), and with a low root mean squared error of rounding (RMSEA = 0.075) (which is below the maximum acceptable threshold of 0.08). This shows a great and perfect match between the suggested model and the actual data of the investigation.

Table (9) Bifurcations of dimension regression (B-validity) items

Item	path	Dimension	Estimate	S.E.	C.R.	P
X11	<---	Transactional Leadership	.931			
X12	<---		.760	.018	14.468	***
X13	<---		.920	.021	22.478	***
X21	<---	Democratic Leadership	.718			
X22	<---		.791	.119	10.332	***
X23	<---		.752	.117	9.864	***
X31	<---	Authoritarian Leadership	.801			
X32	<---		.807	.090	12.509	***
X33	<---		.714	.081	10.733	***
X41	<---	Situational Leadership	.835			
X42	<---		.778	.069	14.749	***
X43	<---		.678	.064	11.715	***
X44	<---		.822	.076	10.225	
X45	<---		.826	.068	11.321	
X51	<---	Transformational Leadership	.816			
X52	<---		.765	.075	12.219	***
X53	<---		.697	.090	10.812	***
X61	<---	Persuasive Leadership	.848			
X62	<---		.754	.049	12.546	***
X63	<---		.878	.050	15.903	***
Y11	<---	Entrenchment	.716	.059	12.113	***
Y12	<---		.889	.058	13.243	***
Y13	<---		.830	.048	17.194	***
Y14	<---		.567	.062	9.113	***
Y21	<---	Return	.716			
Y22	<---		.889	.100	12.114	***
Y23	<---		.849	.101	11.601	***
Y24	<---		.789	.091	10.798	***
Y31	<---	Deprivation	.796			
Y32	<---		.356	.053	4.955	***
Y33	<---		.735	.074	11.124	***
Y34	<---		.699	.059	10.462	***

"Source / Source: AMOS.V.26 output, provided by researcher"

The above table shows the results of the confirmatory factor analysis of the study variables. The confirmatory factor analysis was conducted using AMOS v.26. The results showed that all estimated non-standardized regression weights between dimensions and their respective items were statistically significant at the significance level of $p < 0.001$, as indicated by high critical values (C.R.) above the statistical criterion of 1.96. For estimating purposes, the first item of each dimension was fixed and the weights of the other items varied from a minimum of 0.356 for item Y32 to a

high of 0.931 for item X11. These results are the reflection of the structural consistency, conceptual validity of the study instrument and the satisfaction of the above-presented model's quality of fit metrics. This guarantees that every item saturates its corresponding dimension and exhibits a high accuracy to measure the needs of hybrid leadership and strategic recovery among the teaching personnel.

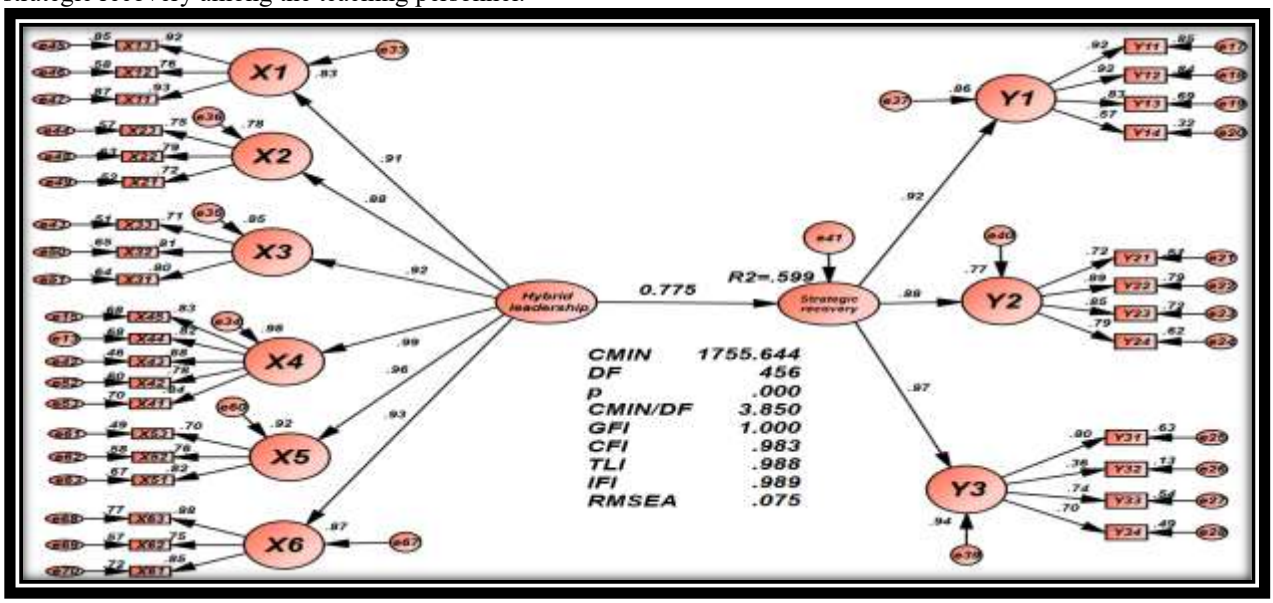


Figure (2) Structural model of hybrid leadership in strategic recovery
"Source / Source: AMOS.V.26 output, provided by researcher"

Therefore, the results of the inferential statistics presented in Table (9) below indicate a direct beneficial and statistically significant influence of hybrid leadership on strategic recovery in private schools in Baghdad Governorate. The standardised path coefficient was (0.775), and the standard error was (0.078) and critical value (C.R. = 7.894) at the significance level (Sig. = 0.000), which confirms the significance of the effect and requires the adoption of the second major hypothesis (H2).

The findings of the study showed that integrated hybrid leadership techniques were significant in improving the level of strategic recovery of the teaching staff. The coefficient of determination (R2 = 59.9%) implies that the hybrid leadership variable explains (59.5%) of the variance in strategic recovery, and the rest (40.1%) is explained by other factors not included in the current model.

Table (10) shows the final results of the direct effect between hybrid leadership and strategic recovery.

The path			Standardized assessment	S.E	C.R	R^2	Sig.
Hybrid Leadership	<--	Strategic Recovery	0.775	0.078	7.894	59.9%	0.000

"Source / Source: AMOS.V.26 output, provided by researcher"

To examine the direct influence links between the six aspects of hybrid leadership and the dependent variable, strategic recovery (entrenchment, return and deprivation), a structural model was developed. The evaluation results demonstrated that the proposed model can be in a high degree of agreement with the field data. The chi-square ratio (CMIN/DF = 3.620) was within acceptable limits (less than 5), the goodness-of-fit index (GFI = 1.000) was totally valid and the comparative concordance indices were high (CFI = 0.976, TLI = 0.965 and IFI = 0.960). The root mean squared rounding error (RMSEA = 0.077) was likewise excellent, demonstrating the validity of the model for inferential statistics and evaluating the six sub-hypotheses given below:

Sub-hypothesis (H2a): "There is a statistically significant effect of reciprocal leadership dimension on strategic recovery in the studied schools".

The structural analysis results suggest a statistically significant, direct, beneficial effect of the "transactional leadership" feature on strategic recovery. The standardised value was 0.255, standard error was 0.106 and critical

value was 4.967 (Sig = 0.002). This is because the achievement of the linkage between incentives and clearly outlining the duties helps to assist the teaching staff's responsiveness, speed of recuperation, and implementation of the approved plans.

Sub-hypothesis (H2b): "The democratic leadership dimension has a statistical effect on strategic recovery in the schools studied.

Results demonstrated a statistically significant favourable direct effect of "democratic leadership" dimension on strategic recovery. The effect was standardised at 0.177, standard error = 0.114, critical value = 3.398 (Sig = 0.032). From the organisational point of view, such link is explained by the rise of internal commitment of the faculty in the decision-making process and the acceleration in the organisational recovery process.

Sub-hypothesis (H2c): "There is a statistically significant impact of the dimension of autocratic leadership on strategic recovery in the studied schools.

The results indicated a statistically significant inverse (negative) effect of the "autocratic leadership" dimension on the strategic recovery. The standardised score was (-0.122) with standard error (0.095) with critical value (C.R. = -4.873) and significant level (Sig = 0.006). Administratively, this result is founded on the idea of imposing control and excessive centralisation that inhibits teachers' innovations and slows down the educational institution's ability to recover from crises.

Sub-hypothesis (H2d): "The situational leadership dimension has a statistically significant effect on strategic recovery in the schools studied".

The statistical data showed that the dimension of "situational leadership" had a substantial positive effect on strategic recovery with a standardised score of 0.282, a standard error of 0.112 and a critical value (C.R. = 4.298) at a significance level of 0.022. The administrative value of this dimension lies in the ability of the leadership to adjust to the circumstances of each crisis and the readiness of the workforce.

Sub-hypothesis (H2e): "The transformational leadership dimension has a statistically significant effect on strategic recovery in the studied schools."

According to the findings of the structural model, the "transformational leadership" dimension is shown to have a positive and statistically significant impact on strategic recovery with a standardised score of 0.302 with a standard error of 0.101 and a critical value of 3.436 (C.R. = 3.436) at a significance level of 0.041. This can be described through the formulation of an inspiring vision and the development of the abilities of employees to encourage them to find inventive solutions to crises from the organisational perspective.

Sub-hypothesis (H2f): "The dimension of permissive leadership has a statistically significant effect on strategic recovery in the schools studied".

The results confirmed the presence of a statistically significant direct inverse (negative) effect of the "permissive leadership" dimension on strategic recovery, with an effect factor of (-0.144), a standard error of (0.089) and a critical value (C.R. = -4.320) at a significance level of (Sig = 0.013). From an administrative perspective, this outcome is related to the absence of guidance and administrative supervision that disperse the employees' efforts and reduce the coordination that is needed to handle the recovery process.

In the direct structural model, the six dimensions together account for (R2 = 56.5 %) of the variance in strategic recovery. In terms of the direct impact level of the positive characteristics, the transformational leadership was the greatest with the highest standardised impact factor (R2 = 0.302). Next was situational leadership (R2 = 0.282) and then transactional leadership (R2 = 0.255).

The percentage of the sum of the direct effect factor of the sub-dimensions (R2 = 56.5%) compared to the overall direct impact factor of the primary hypothesis for hybrid leadership (R2 = 59.5%) is very close, with a little difference of 3.0%. This is validated in the literature and in statistics as the comprehensive composite variable "hybrid leadership" as an integrated whole has a cumulative explanatory power that is higher than the fragmented influence of its

individual characteristics. The six dimensions work synergistically and dynamically (synergy effect) in leadership behaviour so that the total interplay of the notion is more predictive of strategic recovery than separating the variable into individual portions.

Table (11) The final results of the direct impact between hybrid leadership in strategic recovery and its dimensions (entrenchment, return, deprivation)

Sig..	R^2	C.R	S.E	Standardized assessment	The path		
0.002	56.5%	4.967	0.106	0.255	Strategic Recovery	<---	Transactional Leadership
0.032		3.398	0.114	0.177	Strategic Recovery	<---	Democratic Leadership
0.006		4.873-	0.095	0.122-	Strategic Recovery	<---	Authoritarian Leadership
0.022		4.298	0.112	0.282	Strategic Recovery	<---	Situational Leadership
0.041		3.436	0.101	0.302	Strategic Recovery	<---	Transformational Leadership
0.013		4.320-	0.089	0.144-	Strategic Recovery	<---	Persuasive Leadership

"Source / Source: AMOS.V.26 output, provided by researcher"

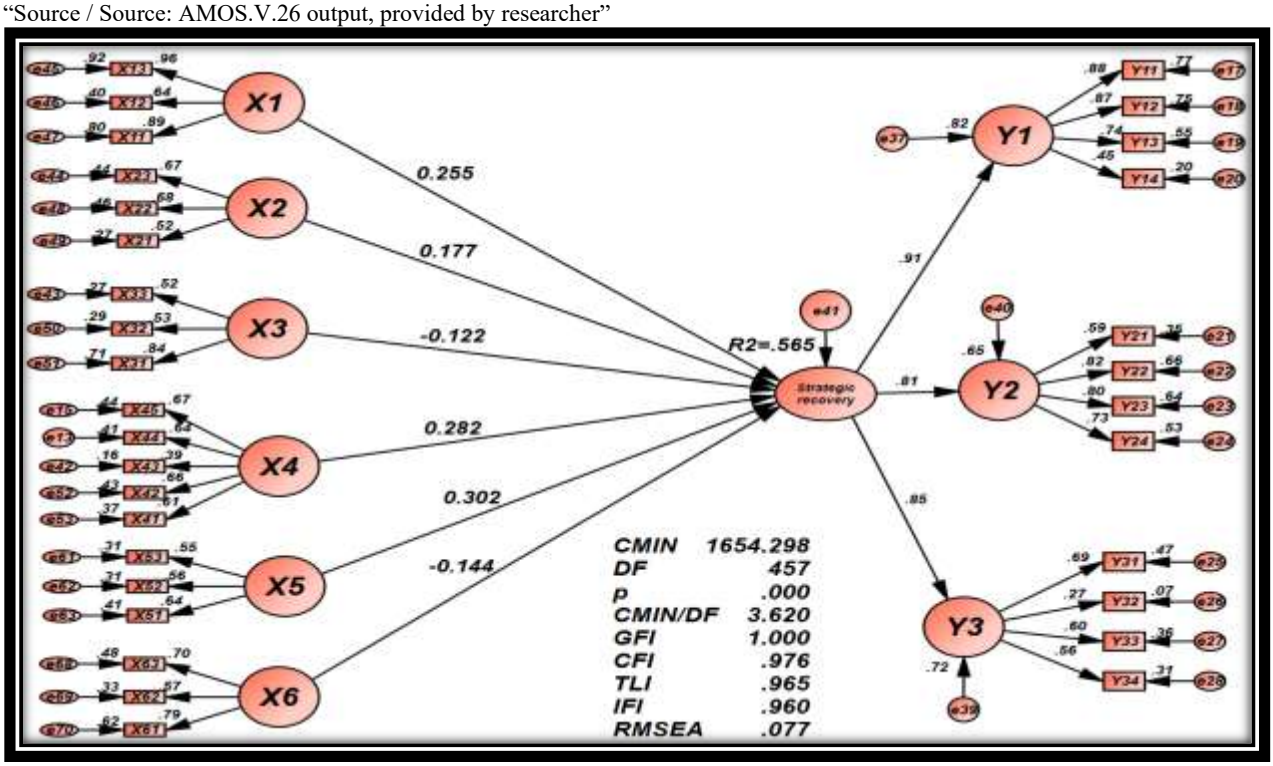


Figure (3) shows the final results of the impact of hybrid leadership in strategic recovery with its dimensions (entrenchment, return, deprivation).
"Source: AMOS.V.26 output, provided by researcher"

Recommendations and Conclusions

Conclusions:

The respondents' replies led us to conclude that private schools in Baghdad Governorate have not yet attained the required and targeted level in applying participatory leadership techniques in full. This is shown by a relative deficiency in the clarity of the rewards and incentives system related to good performance and a gap in the exact articulation of the administrative and instructional obligations allocated to the teaching staff.

The descriptive data reveal that the administrations of the studied schools have not yet achieved the desired level of optimal activation of the democratic leadership. The participation of teachers and instructors in organisational decision-making and educational planning is not full, thereby limiting the use of their energies and ideas in creating the school environment.

Descriptive statistics also show that the schools assessed have not reached the needed level in eliminating signs of authoritarian leadership and centralising behaviours. The replies show that authoritarian techniques and the exercise of authority

still exist in some administrative positions, which negatively influences the freedom of expression and initiative of the teaching staff.

Based on the responses of the respondents, it can be concluded that the private schools that have been studied have not yet reached the full level of situational leadership. This is reflected in the rigidity of school management and the inability to adjust the methods of school management to different situations and different levels of readiness and experience of teachers in dealing with emergencies.

From the answers of the respondents, we conclude that the leadership of the examined schools has not yet reached the requisite level in embodying the elements of the transformational leadership. There is still a lack of inspiring future vision, fostering creativity and improving the individual talents of the teaching team to stay up with modern educational trends.

Based on descriptive statistics, we find that the private schools under study did not achieve the target level in managing and lowering permissive leadership practices. The examination shows that there are still certain cases of dismissing direction, supervision and serious administrative follow-up that affect the unity of purpose and organisational commitment inside the schools.

From the descriptive data we conclude that the schools analysed have not yet reached the requisite level in combating organisational entrenchment. The comments show a tendency of certain administrators and teachers to stick to established patterns and old working techniques, so limiting the flexibility of the institution and its ability to adapt to change.

The answers of the respondents indicate that the investigated schools have not yet fully regained their organisational capability and reached a quick return to operational stability after crises. There is also a protracted recovery of educational and administrative activities due to limited proactive planning and inadequate mechanisms for adaptation to the field.

The descriptive data suggest that the investigated private schools have not reached the target level to address the consequences of the organisational deprivation and compensating for insufficient resources. The assessment reflects the problems of the formation of a favourable atmosphere and material and moral compensation for the teaching staff, in the conditions of overcoming and after overcoming difficult situations.

The inferential statistics reveal a direct and positive effect of the dimension of transformational leadership on attaining strategic recovery. This is because school administrations that correlate outstanding performance with incentive and reward systems clearly contribute a great deal to improving the educational institution's ability to respond to crises and overcome their effects.

Based on the influence relationships, we infer that the democratic leadership style has a direct and beneficial influence on strategic recovery. Clearly, the involvement of teachers in decision-making and issue solving increases their sense of responsibility and internal commitment to the implementation of recovery programs and to the correction of administrative imbalances.

The effect linkages allow us to deduce that the dimension of autocratic leadership has a direct and inverse (negative) influence on strategic recovery. Inferential research reveals that the greater the compliance with excessive centralisation and authoritarian imposition, the greater the delay of the efficiency of the recovery process and the stifling of teachers' initiative in front of school crises.

We deduce from inferential statistics that situational leadership has direct and beneficial influence on strategic recovery. The ability of school leaders to adapt and select the most appropriate leadership style based on the data of the crisis and the level of preparedness of instructors contributes to the acceleration of the recovery of the organization's stability.

According to the influence relationships, we deduce that the transformational leadership dimension has a positive and significant impact on strategic recovery. The inferential analysis indicates that the provision of inspiring visions and the focus on individual teacher empowerment act as motivation for them to create and generate unconventional solutions that would speed school processes and recovery.

Based on the impact linkages, we find that the permissive leadership dimension has a direct and inverse (negative) effect on strategic recovery. Statistical study shows that laxity in administration and the absence of direct monitoring and follow-up cause a fragmentation of efforts and decrease the organisational coordination needed for crisis management and speedy response.

Suggestions

The study suggests the need to design and revise a transparent and written system of rewards and incentives, material and moral, in private schools. This system should integrate the excellent performance of the teaching staff with the achievement of strategic recovery goals, clearly defining the duties and responsibilities of each individual for a quick response and greater operational efficiency.

Studied schools need to create periodic educational and academic councils, increase teachers' engagement in decision-making and include their proposals in crisis management plans. This will generate a feeling of ownership of the business and collaborative obligation to implement strategic recovery measures in an effective manner.

Major reduction of centralised conduct and rigorous individualised decision-making in private schools A flexible leadership paradigm should be created that allows teachers to be autonomous and take initiatives. This will aid in breaking down the psychological and organisational barriers that prevent the institution from recovering from disruptions.

School leaders must be taught and qualified for situational diagnosis and administrative flexibility. This will allow leaders to evaluate the nature of the emergency crisis, the competency and preparedness of support workers and apply the most effective leadership style for each situation to expedite recovery and restore stability.

The study recommends building and establishing an inspiring future vision shared by all stakeholders in private schools, focusing on individual attention to developing the capabilities of teachers and stimulating creative and innovative thinking to provide new solutions that overcome educational and administrative challenges and achieve sustainable recovery.

There must be procedures of monitoring, administrative supervision and constant review to minimise laxity on the part of the organisations examined and to avoid permissiveness in leadership styles. They should also give direct leadership and visible responsibility to make sure that all school resources and efforts are methodically and accurately directed to fulfilling the requirements of the strategic recovery plan.

The report proposes that private school managements should revise job descriptions and announce explicit criteria for performance evaluation and reward. This will guarantee the setting of precise and inspiring goals for teachers, leading to the achievement of the levels of interaction and commitment required.

The examined organisations should form internal advisory committees with representatives of the teaching staff to take part in the development of educational and administrative plans. They should also set up open lines of contact to make sure that ideas and input coming from the field are heard.

It is important to build a trust and cooperative organisational climate, to simplify administrative procedures, to decrease individual authority in decision making, and to depend on well-considered delegation to increase teachers' sense of job security.

It is recommended to offer frequent training for school administrations on crisis management and handling various skills and personalities, so that it can modify guidance and support approaches according to the needs of each educational or administrative crises.

The study suggests the development of a strategic charter for schools that captures the hope of excellence and innovation and the implementation of training programs to enhance the skills of transformative thinking and to enable the teachers to spearhead the developmental activities inside the classrooms.

The organisations under study should establish accurate methods for the management and follow-up of daily performance, and specify the roles, to avoid an administrative vacuum, or an organisational carelessness that hampers the educational process and the attainment of the stated goals.

Foster a flexible organisational culture and intellectual agility and create an environment that embraces change by experimenting with new teaching techniques and upgrading curricula and administrative systems to move beyond standard approaches.

It is advised to prepare written emergency plans and rapid reaction protocols so that the school can rapidly continue its academic and instructional responsibilities after experiencing any shock or environmental challenge, so assuring the fastest possible recovery and adaptability.

The study advises giving budget and assistance to combat the lack of resources and equipment, as well as moral support programs and continual encouragement for school staff, in an effort to minimise the negative impacts of resource scarcity.

The organisations studied should relate the outcomes of performance evaluation based on a participative leadership style to indications of organisational healing. This will ensure that material and moral incentives will lead to direct motivation to overcome the field difficulties.

Participatory planning practices and development of academic solutions in consultation with the teachers should be enhanced as this approach has been found to play a major role in boosting organisational responsiveness and enhancing staff commitment to established objectives.

The study advises the promulgation of legislation prohibiting arbitrary and too centralised practices, with emphasis on mutual respect and flexibility of initiative. Authoritarianism negatively impacts the strategic recovery process.

School principals should be given more discretion to tailor organisational decisions and processes to the realities on the ground. This will increase the operational capacity to manage change and enable quick and successful recovery.
The research organisations should emphasise the development and preparation of transformational leaders with foresight and a positive influence, and use this leadership style to create creative solutions that support the targeted strategic recovery.

The educational staff should be engaged in strict internal control standards and periodic ongoing monitoring to verify their compliance with administrative instructions. This may reduce the adverse impact of weak leadership on the success of strategic recovery.

The study suggests adopting a hybrid approach to leadership as a holistic and integrative concept that dynamically and harmoniously blends several leadership styles, as the cumulative and synergistic power of this variable is higher than the single impact of its separate dimensions in leading strategic recovery.

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