

ROLE OF FACULTY MEMBERS IN NURTURING FUTURE LEADERS: AN EMPIRICAL STUDY OF INSTITUTES OF HIGHER LEARNING

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Abstract

The role of leadership is very much important in building a sustainable corporate and social system. The education institutes are playing an important role in nurturing future leaders for both. In this context the role of faculty members in higher education institutes is very much important as they contribute directly towards personality building. The following study seeks to determine the leadership style of faculty members in terms of transformational, transactional, or laissez-faire style and find out its relationship with extra effort, effectiveness, and satisfaction of the followers. This study is intended to suggest the most suitable leadership style for them as supported by empirical data. Data were collected from 265 faculty members serving different universities and disciplines, encoded in MS Excel 2007 and SPSS 16.0 and results were found out that which style predicts extra effort, effectiveness, and satisfaction of the followers. Implications and policy guidelines are discussed at the end to suggest the academicians that which style to adopt for the best of social and corporate systems development by providing quality stuff.

Keywords: Education Leadership, Higher Education Institutes.

1 INTRODUCTION

The development and striving for sustainability is a necessity and requirement for almost every sector. One of the important sectors is the 'education sector' which also serves as a nursery that provides quality human input to almost all the sectors. The role of institutes of higher learning is more important as they contribute to the country through knowledge and research. Barrs (2005) cited the education sector as 'one of the most espoused ingredients for success' and their role as suppliers of future leaders and executive to public and private sector organizations can never be denied. The current study seeks to determine the style of faculty members as the individuals who have the responsibility to nurture future leaders. Their role as leaders is to be determined by the full range leadership model that examines the leadership style as transformational, transactional, and laissez-faire. The research identifies the relationship of the leadership style with the outcomes satisfaction, extra effort, and effectiveness. The purpose is to suggest the best practices that contribute towards building a healthy environment for nurturing future leaders.

2 LITERATURE

As we look into the 21st century, there are lot more difficulties and challenges to be faced by the field of education, both internal and external. We will continue to be concerned with improving instruction and learning, ensuring effectiveness of teachers, strengthening schools as institutions, preparing diverse populations for the future, and gaining a better understanding of the changing social context and what that means for individuals and the nation (Jones, 2000).

Education leadership is facilitating learning activities and creating and using the knowledge. It seems that education leadership is the need of the day. The question is how we can describe education leadership? And also to find out different possibilities and obligations connected with educational leaders? It is also very much important to manage production and organization of knowledge within the interest of a group. This will allow a professional practice to interplay between knowledge workers and their coordination with leaders and their system of controls. Knowledge workers who engage in what we know and generate new knowledge about what we need to know are located in a range of employment and organizational settings, from teachers in classrooms through professors in higher

education institutions. It is a territory where answers to certain leadership problems are sought (Gunter, 2001). The significance of the leadership of professional development in education is widely recognized. Leaders in professional development take many forms: there are the formal positions of head teacher, Principal, subject coordinator, head of department, Advisor, or inspector (Butcher, Moon, & Bird, 2000). Problems of leadership exist at different levels of organizations. Education institutions are described as different from business organizations. Schools and colleges have no obvious equivalent to profitability and the distribution of power and authority is dissimilar (Clark & Clark, 1996).

The educational system of today can be regarded as “complex social organization”. It is considered to be ‘complex’ as it includes a variety of functions, and It is ‘social’ as the participants are interdependent and socially responsible for each other (Katz, 1964). Particularly the best for students is to provide leaning abilities to them as well as promoting the learned community (Duignan, 2007). A careful examination of the topic of leadership within the educational system would be incomplete without considering the role of leadership in , and of, higher education (Harling, 1984). Effective educational leaders have an ethical responsibility to optimize learning opportunities and outcomes for their students by helping create organizational learning environment that are visionary, authentic, ethical, strategic, people-centered, and motivational (Duignan, 2007). An important thing is decision to become a leader. Large numbers of people choose not to lead but to “boss”, they view their group members as inferior, undisciplined, and untrainable (Clark & Clark, 1996).

Every organization tends to support achievement of its goals and they design a formal structure of authority and clearly defined rules and procedures to support accomplishment of these goals. However, this formal structure is accompanied by lots of informal relationships and unofficial and unwritten norms and practices which arise as a result of interaction of parties, individuals or groups, who are part of that formal structure. Leadership is best defined in terms of the capacity to inspire followership. This view of leadership makes possible the location of leadership at any point. The leader encourages the person to consider total or partial failures as learning experience that will be beneficial rather than as ‘write-offs’ (Harling, 1984).

Leadership can occur at all levels and by any individual. In fact, the most important of the tasks is to develop this leadership quality in the people who are following the leaders. This notion is the heart and theme of the paradigm transformational leadership. The principles derived from this theory are fundamental to effective leadership and are widely applicable to many segments of life, ranging from work to family to sport and classroom and, importantly, to issues and social change. Transactional business leaders are those who usually offer rewards for performing or deny rewards in case of non performance. On the other hand the Transformational leaders are those who inspire followers and stimulate them towards achievement of extraordinary outcomes and develop themselves as leaders during this process. Transformational leaders empower the followers and respond to their individual needs to help them grow and develop themselves as leaders. These leaders try to make an agreement between goals and objectives of individual followers, the goals of the leader, and the organization as a whole. *Some national leaders, some campaigners, and some religious personalities have an unusual capability to move their followers accordingly and to implement their vision. A dedicated of such a leader, often called charismatic leader, may be described as a loyal employee, a patriot, a true believer, a disciple, a groupie, a devotee, fan, or a worshiper* (Clark & Clark, 1996).

More recent research has accumulated that demonstrates that transformational leadership is important in every setting. Transformational leaders pursue others to perform beyond expectations and beyond what they think as possible. They tend to settle high performance expectations into the followers. They enjoy a followership that is satisfied and more committed. Moreover, transformational leaders develop their followers by empowering them and paying special attention to their needs as individuals and in this way they indirectly facilitate their own leadership.

Transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements. Transformational leadership is in some ways expansion of transactional leadership. Transformational leadership raises leadership to the next level. Early social sciences perspective on leadership focused on the dichotomy of directive (task-oriented) versus participative (people-oriented) leadership. Transformational leadership can be either directive or participative and is not an either-or proposition. Transformational leadership has much in common with charismatic leadership, but charisma is only part of transformational leadership. Transformational leaders do more with colleagues

and followers than set up simple exchange or agreement. They behave in ways to achieve superior results by employing one or more of four core transformational leadership components.

Descriptions of the components of transformational leadership are presented in the following sections. *Idealized Influence (II)* the behavior of transformational leaders lets them enjoy the status of a role model and they serve as the ideal for their followers. The transformational leaders are praised by their followers as well as respected and trusted. Their followers recognize them as leaders and want to be like them. Leaders are thought to be extraordinary persons by their followers having capabilities and firm determination with persistence. Thus, there may be two aspects to idealized influence; the leader's behaviors and the elements that are attributed to the leader by followers and other associates. In additions, leaders who have a great deal of idealized influence are more risk takers. They tend to do things rightly and their ethical and moral standards are very high. *Inspirational motivation (IM)* the Transformational leaders act in such ways that they provide a sense of meaning to their followers and challenge their assumptions to motivate them for a continuous improvement. They encourage a team spirit with optimistic and enthusiastic approach. Leaders envision an attractive state of future affairs to the followers and communicate what they expect from them. They share their vision with them and demonstrate commitment to the followers. *Intellectual Stimulation (IS)* The transformational leaders help the followers to be more creative and innovative by challenging their assumptions and situations created by them. Creativity is encouraged and developed. They don't criticize their followers in public rather discuss with them privately in person. Creative problem solving is encouraged specially for those who are responsible for making important decisions. The leaders encourage new ideas and philosophies and do not encourage them just for the reason being difference of opinion between leaders and followers. *Individualized Consideration (IC)* The Transformational leaders tend to pay special attention for their followers as per their individual needs, like achievement and growth needs and act as a coach for them or choose the role of a mentor. These leaders develop their colleagues and followers to a higher level of success and achievement. It is the situation of Individualized consideration if there are new opportunities meant for individuals and also supported by a helping hand. The transformational leaders recognize the differences among the needs and desires of different individuals. The leaders accept the individual differences like praise for some employees, or authoritate some others, encouraging some employees and employing a task structure for some others. They encourage a free communication and tend to practice the "management by walking the halls" workspaces. The leaders always try to personalize the interaction with the followers by either remembering the previous talks on various issues or the concerns of the individual employees, or considering the person as an individual rather than a worker working for some payments with no emotions or human bonds. These leaders are also very effective listeners and they try to develop their followers by assigning them tasks rather than making them uneasy by just overloading them. Then they continuously monitor the tasks assigned to others just to recognize that whether extra instructions are required or not. They check their followers to assess their progress and to support them further without revealing the fact to the followers that they are being monitored.

This is the absence of the leadership or avoidance and the research on leadership suggests the *laissez-faire* leadership as the most ineffective and most inactive style of leadership. As the transactional leadership offers something in exchange, the *laissez-faire* style is non-transaction. Leaders tend to avoid necessary decisions and no prompt actions are made for the matters worth attention. Leaders ignore their responsibilities and their authority is not properly used or implemented. Transformational leadership leads to more committed, loyal and satisfied followers. There is nothing wrong with transactional leadership. It can, in most instances, be quite effective. Likewise, active, and even passive, management by exception, will work or not depends upon the conditions and circumstances. Transformational leaders tend to promote their interest and vision for multiple reasons, the two dominant reasons may be utilitarian or moral. Being inspired by utilitarian approach, their main purpose is to provide maximum benefit to the group they are leading or its members being individuals, facilitating organization or the society for which they are working, as well as providing benefits for themselves, and also focusing to meet all the challenges inherent to their task or their mission. As followers of moral principles, the main focus of the leaders is doing the right thing, that are the practices that best fit the moral principles, sense of discipline, responsibility, and above all, respect for the delegated authority, the prevailing customs of the area, the rules and regulations, and the norms of that society. The element of transformational leadership that usually best distinguishes authentic from inauthentic leaders is individualized consideration. The authentic transformational leaders are truly and fully concerned with the desires and needs of their followers and cares about their individual development. Followers are considered as ends not just means. Transactional and transformational leadership can be found in all parts of the globe and in all forms of organizations. Research evidence

from around the world suggests that transformational leadership typically provides a positive augmentation in leader's performance beyond the effects of transactional leadership.

Transactional leadership occurs when the leader rewards or disciplines the followers, depending on the adequacy of the follower's performance. Transactional leadership depends on contingent reinforcement, either positive contingent reward or the more negative active or passive forms of management by exception (MBE-A or MBE-P). *Contingent Rewards (CR)* This is the constructive transaction that motivates others and tend to pursue them to attain a higher level of success and they try to perform beyond expectations. This technique of pursuing others to achieve the assigned goals involves that leaders clearly mention to other employees the rewards and benefits attached with the fulfillment of the tasks assigned. This usually may involve an agreement between leaders and followers on goal setting also. Contingent rewards are considered to be transactional when these rewards are material one like bonuses. Contingent rewards may also be transformational, specifically when these rewards are psychological like praise (Antonakis, Avolio, & Sivasubramaniam, 2003). *Management-by-Exception (MBE)* This corrective transaction tends to be more effective than contingent reward or the components of transformational leadership. This is a corrective type of transaction that tends to be more effective than the contingent rewards or the components of transformational leadership. The corrective transaction management by exception may be active in nature or it may be Passive. In active MBE, leaders try to arrange an active monitoring for any deviances for mistakes, and find out erroneous work of the followers and in the tasks assigned to them and take necessary corrective actions.

Passive management by exception implies waiting for deviances, and mistakes or errors and as they have occurred then leaders take the necessary actions to correct them. There are situations in which the active management by exception is required specifically the situations where security is the primary concern. On the other hand the leaders have to practice passive management by exception when they are supervising a considerably large number of the followers who are directly reporting to the leader.

As opposed to transactional leadership, Laissez-Faire represents a non transaction. Necessary decisions are not made. Actions are delayed. Responsibilities of leadership are ignored. Authority remains unused. Transformational leadership leads to more committed, loyal and satisfied followers. There is nothing wrong with transactional leadership. It can, in most instances, be quite effective. Likewise, active, and even passive, management-by-exception can work depending on the circumstances. Transformational leaders tend to promote their interest and vision for multiple reasons, the two dominant reasons may be utilitarian or moral. Being inspired by utilitarian approach, their main purpose is to provide maximum benefit to the group they are leading or its members being individuals, facilitating organization or the society for which they are working, as well as providing benefits for themselves, and also focusing to meet all the challenges inherent to their task or their mission. As followers of moral principles, the main focus of the leaders is doing the right thing, that are the practices that best fit the moral principles, sense of discipline, responsibility, and above all, respect for the delegated authority, the prevailing customs of the area, the rules and regulations, and the norms of that society. The element of transformational leadership that usually best distinguishes authentic from inauthentic leaders is individualized consideration. The authentic transformational leader is truly concerned with the desires and needs of followers and cares about their individual development. Followers are considered as ends not just means. Transactional and transformational leadership can be found in all parts of the globe and in all forms of organizations. Research evidence from around the world suggests that transformational leadership typically provides a positive augmentation in leaders performance beyond the effects of transactional leadership (Bass & Riggio, 2005).

Deem (2009) used a gendered and feminist perspective to explore some dimensions of the discussion about excellence and diversity in relation to the leadership and management of UK universities. The research considers the extent to which notions about excellence and diversity are in tension in UK higher education and how understandings, underpinning values and the practical consequences of excellence and diversity connect or are at odds with the equally pervasive idea of a university as a meritocracy. The work draws on two recent research projects, one which examined the experiences and management of equal opportunities policies for university staff in six UK universities and the other which has analysed public service leadership, leadership development and change agency in schools, health services and universities in England. The first study showed that gender, ethnicity, disability and other social and cultural divisions are still strong despite equality policies. The second study explored the change agency role and leadership development experiences of senior leaders and their

teams in universities these researches were used to consider the extent to which diversity, excellence and meritocracy presented challenges for leadership.

3 METHODOLOGY

The study is a descriptive field study based on a personally administered questionnaire. The survey is conducted on university teachers currently serving in any of the higher education institution of Punjab, Pakistan. The population includes teachers with ranks lecturer, assistant professor, associate professor and professor. The people are highly qualified as the minimum qualification required for the purpose is 16 years of education and promotion is also based on higher qualifications. This study is a one shot study which requires some data from respondent regarding his or her leadership style as per self perception. Yukl (1994) stated that to measure various aspects of transformational and transactional leadership the most widely used questionnaire is the multifactor leadership questionnaire (MLQ). The current study uses a self rating instrument that determines leadership style of the person as per his or her own perception. The instrument is called the MLQ (5x-short) which is validated and includes 45 items in it. This questionnaire helps in getting responses for research purpose and prepares reports on leadership style of individuals. The questionnaire comprises of two different editions. First edition is self rating in which a person describes his or her own leadership style. The other edition is about other in which a person rates his or her supervisor, peer, or subordinate's leadership style. The questionnaire used in current survey is the self rating questionnaire. The questionnaire uses a 5 point Likert scale that is (0 1 2 3 4) where 0-Not at all, 1-once in a while, 2-sometimes, 3-fairly often, 4-frequently, if not always.

The instrument includes 45 items, the nine factors of transformational, transactional, and passive/avoidant leadership are measured by 36 items while the leadership outcomes are measured by 9 items. The 5 factors of transformational leadership include 4 questions for each factor, the two factors of transactional leadership, and two factors of passive/avoidant leadership included 4 questions for each too. In case of the leadership outcomes extra effort is measured by 3 items, effectiveness is result of 4 items and satisfaction is measured by two questions. Antonakis, Avolio, & Sivasubramaniam, (2003) validated the instrument Multifactor Leadership Questionnaire and its factor structure in their study. The questionnaire also includes some personal information of the respondents regarding age, gender, qualification, experience, sector, and designation.

There are 36 higher education institutions located in the Punjab, the most populous province of the country, enlisted on the website of Higher Education Commission of Pakistan. Among those 20 are public sector institutions and 16 are private sector higher education institutions. Multistage stratified random sampling is used to draw the sample. At the first stage a sample of 12 universities is drawn to collect data which include 7 public and 5 private sector universities as the proportion of public universities is 57 %. There are 2,700 faculty members in the 12 universities selected as sample among which 2,000 are working in public sector and 700 are in private sector institutions. To represent both the public sector and private sector universities 700 questionnaire were distributed as per the proportion of the faculty, 500 questionnaires to public sector faculty members and 200 questionnaires to private sector employees with faculty positions of Lecturer, Assistant Professor, Associate Professor, and Professor. 290 questionnaire were got back filled and 265 responses are usable. The respondents include only full time faculty members serving for the institute. No part time or visiting faculty member is included in the study. The response rate is 53%. These 265 responses include 151 male and 114 female participants. The respondents who are currently serving in public sector are 157 and in private sector a total of 108 people are serving.

All the respondents are personally contacted and questionnaires were distributed to them to be filled in. A few questionnaires were got filled at the time they were distributed and other questionnaires are collected later on. Personal visits to faculty member offices in their time of convenience proved to be a difficult task. The questionnaires distributed in total were 700 in numbers but only 265 got back duly filled. Personal visit to universities outside the Lahore availed 90 percent of the total time consumed for data collection which was also a big constraint. Although the questionnaires were distributed to the persons considered most qualified in their field and they are well aware of importance of research and its impact, the hesitation to provide data and to get back the duly filled response form was really a difficult task. There were only few people who looked interested in providing data and contributing to a research cause.

The data collected throughout the period was entered primarily into Microsoft Excel and some descriptive, charts, and basic tests are applied therein. Then data is also entered into SPSS package

16.0 for further in detail analysis and tests. Some descriptive tests are applied to find out the characteristics of the respondents such as age, genders, qualification, experience, designation, and the sector in which they are currently serving public or private. The differences among the respondents regarding these personal variables are also found. The Pearson's correlation coefficient applied to find out the relation between transformational, transactional, passive\avoidant leadership and the three leadership outcomes extra effort, effectiveness, and satisfaction. The significance of relationship is measured at confidence levels 95% and 99%. The individual ratings and averages of individual scores are calculated to find out the degree of transformational, transactional, and passive\avoidant leadership.

4 RESULTS AND INTERPRETATIONS

The demographic characteristics of the respondents are as follows,

Table 1: *Demographic characteristics of respondents (N=265)*

Characteristics	N	Percent
Gender		
Male	151	57
Female	114	43
Age (years)		
25-29	99	34
30-34	111	41
35-Above	64	25
Designation		
Associate Professor	3	1
Assistant Professor	69	26
Lecturer	193	73
Experience (years)		
1-5	118	45
6-10	102	38
11-Above	45	17

The respondents are both male and female faculty members with a majority having an age group 30-34 years. Majority (72%) of respondents is working as lecturer and a reasonable amount of respondents (44.5 %) has an experience of 1-5 years.

The correlation between nine factors of leadership (Idealized Attributes, Idealized Behaviour, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Contingent Rewards, Management By Exception (Active), Management By Exception (Passive), Laissez-Faire) is found with leadership outcomes (Extra Effort, Effectiveness, Satisfaction) using the Pearson's Correlation Coefficient. The results are shown in Table 2.

TABLE 2: Pearson Correlation Coefficient for Research Variables

		Extra Effort	Effectiveness	Satisfaction
TRANSFORMATIONAL	Pearson Correlation	.315(**)	.283(**)	.291(**)
	Sig. (2-tailed)	.000	.000	.000
Idealized Attributes	Pearson Correlation	.149(*)	.134(*)	.155(*)
	Sig. (2-tailed)	.016	.029	.011
Idealized Behavior	Pearson Correlation	.118	.063	.126(*)
	Sig. (2-tailed)	.055	.305	.041
Inspirational Motivation	Pearson Correlation	.197(**)	.176(**)	.231(**)
	Sig. (2-tailed)	.001	.004	.000
Intellectual Stimulation	Pearson Correlation	.239(**)	.193(**)	.233(**)
	Sig. (2-tailed)	.000	.002	.000
Individualized Consideration	Pearson Correlation	.195(**)	.229(**)	.099
	Sig. (2-tailed)	.001	.000	.109
TRANSACTIONAL	Pearson Correlation	.118	.210(**)	.177(**)
	Sig. (2-tailed)	.056	.001	.004
Contingent Rewards	Pearson Correlation	.126(*)	.240(**)	.136(*)
	Sig. (2-tailed)	.040	.000	.026
MBE (Active)	Pearson Correlation	.061	.095	.141(*)
	Sig. (2-tailed)	.325	.121	.021
PASSIVE/AVOIDANT	Pearson Correlation	-.026	-.013	-.082
	Sig. (2-tailed)	.676	.833	.186
MBE (Passive)	Pearson Correlation	.046	.090	-.022
	Sig. (2-tailed)	.460	.144	.718
Liassez-Faire	Pearson Correlation	-.091	-.119	-.106
	Sig. (2-tailed)	.141	.054	.084

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

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

The transformational leadership style has a significant relationship at a 0.01 level with the outcomes extra effort, effectiveness, and satisfaction. The dimension idealized attributes has a significant relationship at 0.05 level with the three outcomes. The dimension idealized behavior has a significant

relationship at 0.05 level with the outcome satisfaction while no correlation with the outcomes extra effort and effectiveness. The dimension inspirational motivation has a significant relationship at 0.01 level with the three outcomes. The dimension intellectual stimulation has a significant relationship at 0.01 level with the three outcomes. The dimension idealized attributes has a significant relationship at 0.01 level with the outcomes extra effort and effectiveness while no significant relationship with the outcome satisfaction.

The transactional leadership style has a significant relationship at a 0.01 level with the outcomes effectiveness, and satisfaction and no significant relationship with the outcome extra effort. The dimension contingent rewards has a significant relationship at 0.01 level with the outcome effectiveness and significant relationship at 0.05 level with the outcomes extra effort and satisfaction. The dimension MBE active has a significant relationship at 0.05 level with the outcome satisfaction while no correlation with the outcomes extra effort and effectiveness.

The passive/avoidant leadership style has no significant relationship with the outcomes extra effort, effectiveness, and satisfaction yet a negative relationship with these outcomes. The dimension MBE passive has no significant relationship with the outcomes extra effort, effectiveness, and satisfaction yet a negative relationship with satisfaction. The dimension laissez-faire has no significant relationship the three outcomes and a negative correlation is observed. The findings are consistent with Bodla and Nawaz (2010).

5 DISCUSSION

The purpose of study was to explore the dominant leadership style and to suggest the style that is proved to be more effective under different circumstances and different settings. The research also aimed at suggesting some improvement in the education sector leadership so they can nurture the students and they can emerge as future leaders as well. Particularly in the context of education we are in great need to conduct such studies and to implement the results accordingly to achieve the highest peaks of success. For the greater generalizability and authentication, constructive replication is required in different societies, cultures, and organizational settings. At the prime level both public and private sector are contributing towards professional and specialized education. The designations of educationists are very important to exert its influence at all the level. Leadership style can be used to upgrade the professional role of teachers as role models for students at all levels whether they are lecturers, assistant professor or professors. In our sample the data was collected from professional, technical, and distance learning institutions which itself is a great contribution from the point of generalizability.

The faculties of different universities perceive the different styles of leadership but the tended to use transformational leadership in their positions rather than the transactional leadership or the passive/avoidant leadership. It may be due to the cultural effects that were investigated by Bass and Avolio in 2000 in which society provides leaders with opportunities to develop themselves as a transformational leader. This seems to be a good sign as the transformational leaders proved to be more effective for being ideally attributed, intellectual stimulation, inspirational motivation, and the individualized consideration. Yet the experience and talent are also important while considering leadership style. Only those leaders become role models who possess great expertise and define tasks and goals clearly for their subordinates. The system of formal hierarchy can also explain at certain decisions leaders use transactional approach rather than transformational as in case of management by exception and contingent reward revealing more authority. On the other hand, the leaders need to pretend themselves as role models and circulate the vision of future for their followers specifically in education sector. In this scenario the transformational leadership style becomes more prominent.

The results of this study might be useful for training programs focused on team development and leadership in education sector. Leadership styles have a substantial effect on team structure and these effects are accepted universally. Leaders should learn how to support employees and meet their needs as well as the needs of the team that is comprised of all the faculty members. This is required to be done practically rather than lip service. The study reveals that leaders do use supportive behavior relatively more than directive behavior, and thereby promote an overall atmosphere of cooperation. Transformational leadership style usually is a necessary part of leadership in education sector. However, leaders should be aware of its effects on performance of the students. Particularly, when leaders bound their behavioral range to only this style, group cohesiveness may be adversely affected. Yet the transformational leadership is considered more effective in different industries.

The organizational characteristics like size, location, programs offered, and span of control are not considered in this study but they are important and future study could address these issues. We considered only the permanent members of faculty as they can exert influence at various level. Visiting faculty were excluded yet a considerable amount of visiting faculty has a permanent seat somewhere else. The future research may resolve this issue and also include them.

The study was conducted in Pakistani culture. As the culture can also influence the leadership style if we can collect multicultural data the generaliability of the research may be improved. The gender role like masculinity and femininity in also very important in leadership style we should also consider these roles in future research on leadership. Size of the organization is also a limitation as size determines that what leadership strategy may be proved as a success. Small organization involves easy communication and leaders can share their vision with subordinates while the confidence level in small organizations is less due to less authority.

Finally, this study is cross sectional. If the study is converted to a longitudinal one it may produce different results as leaders may prefer different styles for different points in time. So it is recommended that future research may address such issues in particular.

6 RECOMMENDATIONS

The dimensions idealized attribution, inspirational motivation, intellectual stimulation, individualized consideration, and the contingent rewards are the attributes of leadership style that are significantly related with the outcomes satisfaction, extra effort, and effectiveness. This finding recommends the faculty members to use these attributes of transformational leadership style to be more effective. The dimension of transactional style 'contingent rewards' is also supported by the findings to have a significant relation with the outcomes and recommended to be practiced. Moreover, the dimensions passive leadership and laissez-faire style are recommended not to practice ever as they can influence the outcomes negatively.

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