

**A study of Instructional Leadership styles at University level in  
Pakistan**



**Irfan Bashir**

**Ph.D. Education  
050193001**

A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy in Education

**Department of Education, School of Social Sciences & Humanities,  
University of Management & Technology, Lahore, Pakistan**



## **Author's Declaration**

I **Irfan Bashir** hereby state that my PhD thesis titled "**A Study of Instructional Leadership Styles at University Level in Pakistan**" is my own work and has not been submitted previously by me for taking any degree from this university

**University of Management and Technology**

Or anywhere else in the country/world.

At any time if my statement is found to be incorrect even after my Graduate the University has the right to withdraw my PhD degree.

**Irfan Bashir**

Date: 31/07/2017



## **Plagiarism Undertaking**

I solemnly declare that research work presented in the thesis titled "**A Study of Instructional Leadership Styles at University Level in Pakistan**" is solely my research work with no significant contribution from any other person. Small contribution/help wherever taken has been duly acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and University

### **University of Management and Technology**

towards plagiarism. Therefore I as an Author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred / cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of PhD degree, the University reserves the rights to withdraw/revoke my PhD degree and that HEC and the University has the right to publish my name on the HEC/University Website on which names of students are placed who submitted plagiarized thesis.

**Irfan Bashir**

Date: 31/07/2017

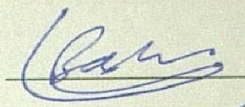


## Certificate of Approval

This is to certify that the research work presented in this thesis, entitled "A Study of Instructional Leadership Styles at University Level in Pakistan" was conducted by Mr. Irfan Bashir under the supervision of Dr. Usman Khalil.

No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the Department of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Field of Education, Department of Education, University of Management and Technology, Lahore.

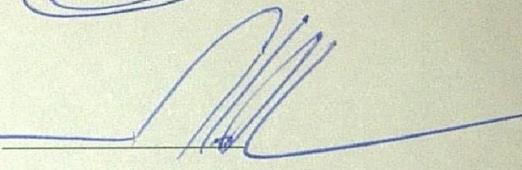
Student Name: Irfan Bashir

Signature: 

Examination Committee:


a) **External Examiner 1:**

Dr. Abid Hussain Ch.  
Professor and Chairman,  
Department of Secondary Education,  
IER, University of the Punjab,  
Lahore.

Signature: 

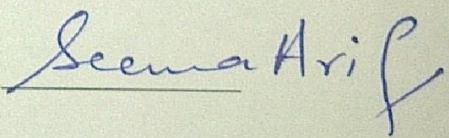
b) **External Examiner 2:**

Dr. Rizwan Akram Rana  
Professor and Chairman,  
Department of Science Education,  
IER, University of the Punjab,  
Lahore.

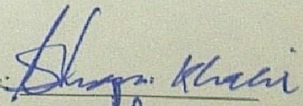
Signature: 

c) **Internal Examiner:**

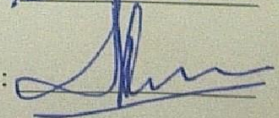
Dr. Seema Arif  
Chairperson, Department of Education,  
School of Social Sciences and Humanities,  
UMT, Lahore

Signature: 

Supervisor Name: **Dr. Usman Khalil**

Signature: 

Name of Dean: **Prof. Dr. Abdul Hameed**

Signature: 

# *Dedication*

**This work is dedicated to my:**  
**Late Forefathers & Grandparents,**  
**Great Father & Beloved Mother,**  
**Late Brother Imran Bashir,**  
**Respected Sisters,**  
**Younger Brother Usman Bashir & his Family,**  
**Beloved Wife,**  
**Naughty Son, Abdurrehman bin Irfan**  
**Sweet Daughter, Momina Noor bint e Irfan,**  
**All the Teachers & Friends &**  
**Generations to Come!**

*Irfan Bashir*

## **Acknowledgement**

Praise be to Allah Almighty, Lord of the worlds, who has always showered upon me His abundant blessings and favors, regardless of my sins and mistakes. I am all humble before “The One” who enabled me to accomplish this task in a dignified manner. He ‘the most Gracious and the most Munificent’ eased my way to this destination.

I surrender with my incomplete and faulty knowledge before the ever greatest teacher and reformer of the human history, Prophet Muhammad (Peace be Upon Him). Although no one may follow his foot prints in true spirit with zeal & zest; yet I feel a humble honor in my heart, that at least I am “seeking knowledge” as per his prayer, “O Lord! increase me in knowledge”. Following the “Sunnah” of Prophet (PBUH), and obeying the Divine order, I do pray to Allah Almighty to increase my knowledge.

My beloved teacher, supervisor, scholar and mentor, Dr. Usman Khalil Yousufzai, deserves very special thanks for his consistent guidance, valuable input and prompt feedback during this research. He continuously kept me pushing forward by his calls and reminders towards this task that once seemed to me a “herculean” task.

Advisor graduate studies Prof. Dr. Rasheed Kauser, Dean SSSH (UMT), Dr. Abdul Hameed, Chairman Departmental Graduate Committee, Professor Dr. Zafar Iqbal, COD Education Dr. Seema Arif, and respectable Dr. Khalid Rasheed also deserve particular words of thanks for their special input and feedback in this research. I am also thankful to Prof. Rao Jalil Ahmed, Dr. Abdul Ghafoor Ch., Dr. Nasir Mahmood, and Dr. Muhammad Abaidullah for their intellectual input during data analysis.

I am highly in debt to my parents (Muhammad Bashir & Parveen Akhter), wives, son and daughter, who, during this PhD degree patiently managed the lack of my

attention and neglect of many responsibilities which I had and have towards them. They have really cooperated with me beyond their limits and my expectations. They have waited for long to cherish the accomplishment of my studies. I owe a great deal of gratitude to my entire dear and near ones. Without their help and prayers, it was not possible to complete this task. My heartiest and greatest gratitude to all of them!

I am also thankful to all the HoDs and faculty members of the sample universities who were part of this study; and they cooperated with me to have the opportunity to complete this study.

There is a long list of friends, colleagues and teachers who helped me at every step in finalizing this research. Their help and cooperation ranged from my material needs to the psychological requirements. It may not be possible to mention all the names here on perishable pages, but they are engraved and scribed on my heart. Services and kindness of these friends may not be put into words because “words limitize the unlimited”. Anyhow, I feel inclined to pay my special thanks to the following persons for their unforgettable, valued, and sincere help:

Mr. Rana Zahid Iqbal, Mr. Rana Abdul Majid, Mr. Furrakh Abbas, Mr. Tanveer Ahmad, Mr. Shafiq Ahmed, Dr. Rana Ghulam Mohyuddin, Dr. Seema Arif, Mr. Sajid Masood, Dr. Azhar Mumtaz Saadi, Hafiz Muhammd Asif, Dr. Shaista Khalid, Ms. Uzma Kokab, Mr. Majid Mushtaq, Dr. Shahzad Ahmed, Mr. Sajid Latif, Mr. Kashif Yaqoob, Dr. Shaukat Ali, Mr. Dawood Ilyas Butt.

**Irfan Bashir**

### **Abstract**

This mixed method research titled “A Study of Instructional Leadership Styles at University Level in Pakistan” was aimed to explore the phenomena of instructional leadership styles in public and private sector universities. The objectives included exploring the phenomenon of instructional leadership styles of the HoDs in the universities of Pakistan; finding out the most practiced and least practiced indicators (of Goleman’s) leadership styles by HoDs; finding out the differences between instructional leadership styles of the HoDs based on various demographic variables; and finally making recommendations in the light of the findings of the study. These objectives were broken into research questions and these research questions were further turned into null hypotheses. The study used multistage sampling techniques to select 120 HoDs, and 240 faculty to triangulate the self reported data of the HoDs. The questionnaires, with reliability (0.90) for faculty and (0.79) HoDs were used. Content and face validity of tools were also established by expert opinion. Furthermore, to validate and strengthen quantitative data, an interview protocol was also devised for HoDs. Quantitative Data were analyzed using SPSS; and t, and ANOVA tests were applied in addition to the descriptive statistics. Interviews were transcribed and analyzed using thematic analysis approach. The results of the study revealed statistically significant differences among leadership styles of HoDs on the basis of gender, experience and sector. Among 3 styles, a significant difference was found between self reported leadership styles of the HoDs and the perceptions of the faculty. Results of the study are useful for higher education authorities of Pakistan not only for better decision making in training of the HoDs but also in appointment of the HoDs. Major Recommendations include arranging training programmes for HoDs.

## TABLE OF CONTENTS

	TOPICS	PAGE #
<b>CHAPTER I</b>	<b>INTRODUCTION</b>	1
	1.1 Background	1
	1.2 Statement of the Problem	7
	1.3 Objectives of the Study	8
	1.4 Research Questions	9
	1.5 Assumptions of the Study	11
	1.6 Limitations of the Study	12
	1.7 Rationale of the Study/Significance	12
	1.8 Justification of the Study	13
	1.9 Operational Definitions	15
<b>CHAPTER II</b>	<b>LITERATURE REVIEW</b>	17
	2.1 Leadership Theories	19
	2.1.1 Leadership Behavior Theory	20
	2.1.2 Charismatic Leadership Theory	20
	<i>2.1.2.1 House's Charismatic Leadership</i>	21
	<i>2.1.2.2 Self-Concept Theory</i>	21
	2.1.3 Contingency Theories of Leadership	22
	2.1.4 Transformational & Transactional Theories	23
	2.1.5 Great Man Theory	24
	2.1.6 Trait Theory	24
	2.1.7 Situational Theory	25
	2.1.8 Behavioral Theory	25
	2.1.9 Participative Leadership	25
	2.1.10 Servant Leadership	26
	2.1.11 Authentic Leadership	26
	2.1.12 Distributed Leadership/Team Leadership	27
	2.1.13 Leader-Member Exchange	28

2.1.14 Psychodynamic Approach	29
2.2. Leadership Styles	29
2.2.1 Authoritarian or autocratic Style	30
2.2.2 Democratic or participative leadership	31
2.2.3 Laissez-faire Style	31
2.2.4 Managerial Grid Styles	32
2.2.4.1 Authoritarian or “produce or perish” style	33
2.2.4.2 Team Leader (high on task, high on relationship) style	33
2.2.4.3 Country Club Style (low on task, high on relationship)	33
2.2.4.4 Impoverished leader (low on task, low on relationship)	33
2.2.4.5 Middle-of-the-road (equal concern for task and people)	34
2.3 Leadership and Instructional Leadership	34
2.3.1 Instructional Leadership Trends	35
2.3.2 Becoming an Effective Instructional Leader	39
2.4 Instructional Leadership Models	41
2.4.1 Hallinger& Murphy’s Model	42
2.4.2 Weber’s Model	43
2.5 Emotional Intelligence (EI), and Goleman’s Leadership Styles	45
2.5.1 The Visionary Leadership Style (also termed as Authoritative)	49
2.5.2 The Coaching Leadership Style	50
2.5.3 The Affiliative Leadership Style	50
2.5.4 The Democratic Leadership Style	51
2.5.5 The Pace-setting Leadership Style	51

2.5.6 The Commanding/Coercive Leadership Style	52
2.6 Emotional Intelligence (EI) and Instructional Leadership (IL)	54
2.7 Leadership in the Global and Pakistani Higher Education: Gender and Context Perspectives	62
<b>CHAPTER III METHODOLOGY and PROCEDURE</b>	<b>76</b>
3.1 Strategy	76
3.2 Population Universities	77
3.3 Population of Heads of the Departments	77
3.4 Sample	78
3.5 Research Tools	81
3.5.1 Tool for Instructional Leaders (HoDs)	81
3.5.2 Interview Protocol	82
3.5.3. Tool for Faculty Members	82
3.5.4 Validity of Tools	83
3.5.5 Reliability of Tools and Items	83
3.6 Data Collection	90
3.7 Data Arrangement and Analysis	91
3.7.1 Merging of Faculties/ schools/ institutes/ centers/ colleges	91
3.7.2 Merging of departments	93
<b>CHAPTER IV DATA ANALYSIS</b>	<b>98</b>
4.1 Quantitative and Descriptive Analysis of Variables	98
4.2 Identification of the Most Practiced and the Least Indicators of Six Leadership Styles	108
4.3 Inferential Statistics : Testing of Hypotheses for Resaerch Questions	110

4.4	Distribution of HoDs under Leadership Styles	135
4.5	Qualitative Analysis (Thematic Analysis)	143
<b>CHAPTER V</b>	<b>DISCUSSION, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, &amp; IMPLICATIONS</b>	168
5.1	Discussion	168
5.2	Summary	178
5.3	Findings	181
5.4	Conclusions	185
5.5	Recommendations	190
5.6	Suggestions for Further Researches	191
5.7	Implications of the Study	192
<b>REFERENCES</b>		194
<b>APPENDICES</b>		

## LIST OF TABLES

<b>Table #</b>	<b>Title</b>	<b>Page #</b>
1.	Population Universities	77
2.	Population of HoDs	78
3.	Distribution of Sample Universities	78
4.	Distribution of Sample HoDs	79
5.	Distribution of Sample Faculty Members	80
6.	Distribution of Heads of The Departments Included in Interview	81
7.	Distribution of Items in Questionnaires for HoDs and Faculty	83
8.	Reliability of subscale of Coachig Leadership Styles	84
9.	Reliability of subscale of Affiliattive Leadership Styles	85
10.	Reliability of subscale of Democratic Leadership Styles	86
11.	Reliability of subscale of Pacesetting Leadership Styles	87
12.	Reliability of subscale of Commanding Leadership Styles	88
13.	Reliability of subscale of Visionary Leadership Styles	89
14.	Distribution of Leadership Experience and Designation	98
15.	Frequencies and Percentages of Variables	99
16.	Faculties and Departments in the Sample	101
17.	Mean Scores and Percentage of the HoDs' Practices and Perceptions of the Faculty on the Coaching Style Indicators	102
18.	Mean Scores and Percentages of the HoDs' Practices and Perceptions of the Faculty on the Affiliative Style Indicators	103

19.	Mean Scores and Percentages of the HoDs' Practices and Perceptions of the Faculty on the Democratic Style Indicators	104
20.	Mean and Percentage Scores of the HoDs' Practices and Perceptions of the Faculty on the Pace Setting Style Indicators	105
21.	Mean and Percentage Scores of the HoDs' Practices and Perceptions of the Faculty on the Commanding Style Indicators	106
22.	Mean Scores and Percentage of the HoDs' Practices and Perceptions of the Faculty on the Visionary Style Indicators	107
23.	Descriptives of leadership Styles Reported by HoDs and Faculty	108
24.	Corelations Among Leadership Styles	109
25.	Difference of Opinion Between the HoDs and the Faculty Members Regarding Instructional Leadership Styles	110
26.	Self Reported Instructional Leadership Styles of Male and Female HoDs	112
27.	Opinion of The Male and Female Faculty About the Leadership Styles of Their HoDs	113
28.	Self Reported Leadership Styles Based on the Teaching Experience of the HoDs	114
29.	Leadership Styles Based on the Teaching Experience of The HoDs As Perceived By The Faculty Members	115
30.	Leadership Styles of the HoDs on The Bases of Leadership Experience	116
31.	Self Reported Leadership Styles Of the HoDs Based on their	118

	Academic Qualifications	
32.	Leadership Styles of the HoDs Based on Academic Qualifications as Reported By the Faculty	119
33.	Self Reported Leadership Styles of the HoDs Based on Their Professional Qualifications	120
34.	Leadership Styles of the HoDs Based on Their Professional Qualifications as Perceived By the Faculty Members	121
35.	Self Reported Leadership Styles of Foreign and Non Foreign Qualified HoDs, and Perceptions of the Faculty	122
36.	Self Reported Leadership Styles of Lecturers, Assistant Professors, Associate Professors and Professors Working as HoDs	123
37.	Opinion of the Faculty about the Leadership Styles of Lecturers, Assistant Professors, Associate Professors and Professors Working As HoDs	124
38.	Difference Between the Leadership Styles Based on Designation of the HoDs	125
39.	Difference Between Self Reported Leadership Styles of the Permanent and Contractual HoDs	126
40.	Opinion of the Faculty about the Leadership Styles of the Permanent and Contractual HoDs	127
41.	Self Reported Leadership Styles of the HoDs of the Public and Private Sector Universities	128
42.	Opinion of the Faculty about the Leadership Styles of the HoDs of	130

	the Public and Private Sector Universities	
43.	Comparison of the Self Reported Leadership Styles of the HoDs of Various Faculties	131
44.	Opinion of the Faculty Members about the Leadership Styles of the HoDs From Various Faculties	132
45.	Self Reported Leadership Styles of the HoDs of Different Departments	133
46.	Perceptions of the Faculty about the Leadership Styles of the HoDs of Various Departments	134
47.	Frequency and Percentage of HoDs' under different Leadership Styles	135
48.	Percentage of Leadership Styles Being Used by the HoDs of the Public and Private Sector Universities of Pakistan	136
49.	Frequency & Percentages of Leadership Styles of HoDs of Various Faculties	137
50.	Frequency and Percentage of Male and Female HoDs Under Different Leadership Style	138
51.	Percentages and Frequencies of Leadership Styles of HoDs Based on Leadership Experience	139
52.	Percentages and Frequencies of Leadership Styles of Foreign and Non Foreign Qualified HoDs	140
53.	Frequencies and Percentages of Leadership Styles of Contractual and Permanent (Nature of Job) HoDs	141

54.	Percentages and Frequencies of the HoDs of Different Designations Using Various Leadership Styles	142
55.	Thematic analysis of Question 1 of interview	144
56.	Thematic analysis of Question 2 of interview	146
57.	Thematic analysis of Question 3 of interview	148
58.	Thematic analysis of Question 4 of interview	150
59.	Thematic analysis of Question 5 of interview	152
60.	Thematic analysis of Question 6 of interview	154
61.	Thematic analysis of Question 7 of interview	156
62.	Thematic analysis of Question 8 of interview	158
63.	Thematic analysis of Question 9 of interview	160
64.	Thematic analysis of Question 10 of interview	161
65.	Thematic analysis of Question 11 of interview	162
66.	Thematic analysis of Question 12 of interview	164

## LIST OF FIGURES

<b>Figure #</b>	<b>Title</b>	<b>Page #</b>
1.	Murphy's Instructional Leadership Model	42
2.	Murphy's revised Model of Instructional Leadership	43
3.	Dimensions of Emotional Intelligence	48

## LIST OF APPENDICES

- Appendix A List of The Universities Approved By The Higher Education Commission, Pakistan
- Appendix B List of the Universities and DAIs of the Punjab Province
- Appendix C List of Population (Sampling Frame) Universities from the Province of Punjab
- Appendix D List of the Sample Universities from the Province of Punjab
- Appendix E List of Faculties and Departments included in the Sample
- Appendix F Details of the Interviewed Heads of the Departments
- Appendix G Instructional Leadership Style Measurement Inventory (HODs)
- Appendix H Panel of Experts for Content and Face Validity of the Interview Protocol for the HoDs
- Appendix I Interview Protocol for Head of Department (IPHoD)
- Appendix J Teacher's Opinionnaire for Instructional Leadership Styles(TOILS)
- Appendix K Panel of Experts for Content and Face Validity of the Questionnaires for the HoDs and the Faculty
- Appendix L Details of Data Collection
- Appendix M Transcribed Interviews of the HoDs
- Appendix N Spradley's Semantic Relations
- Appendix O Job Descriptions of HoDs of various Universities
- Appendix P Item wise Mean Scores for HoDs and Faculty

## LIST OF ABBREVIATIONS

BS	Basic Sciences
DAIs	Degree Awarding Institutes
E&T	Engineering and Technology
EI	Emotional Intelligence
EIBs	Emotionally Intelligent Behaviours
EQ	Emotional Quotient
F&C	Finance and Commerce
FCC	Forman Christian College
GCET	Government College for Elementary Teachers
Govt.	Government
HEC	Higher Education Commission
HEI	Higher Education Institute
HoDs	Head of the Departments
HS	Health Sciences
Hum	Humanities
IQ	Intelligence Quotient
ICT	Information and Communication Technology
IL	Instructional Leadership
JDs	Job Descriptions
Lang	Languages
LBDQ	Leader Behavior Description Questionnaire

LMX	Leader-Member-Exchange
<i>M</i>	Mean
MLQ	Multifactor Leadership Questionnaire
Mgt.S	Management Sciences
NEP	National Education Policy
Pvt.	Private
QEC	Quality Enhancement Cell
SD	Standard Deviation
SS	Social Sciences

# CHAPTER I

## INTRODUCTION

### 1.1 Background

The importance of leadership as the backbone of any organization increases manifold in educational setups where future of the nations is weaved, especially the Universities which are considered the highest interest bodies of knowledge production. Pakistan, a developing country has 153 (86 public and 67 private sector) universities and degree awarding institutes and Higher Education in Pakistan is regulated and administered through Higher Education Commission and provincial authorities. Compared with other countries on the globe, 153 universities seems to be insufficient as knowledge production and research culture in the universities mainly depend on the university academic and leadership. Students and faculty as the end users of leadership effects are mainly motivated by their respective departmental leadership. In fact, the head of the departments (HoDs) are the real instructional leaders.