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Leadership Concept and Theories: Understanding Higher Education in Pakistan

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Abstract

The education sector plays a vital role in this study. This research paper studies two Higher Education Institutions (HEIs) of the Punjab University as a case study to comprehend the higher educational leadership in the HEIs. The impact of leadership on the IAS and IBA departments of the University of Punjab has been discussed. The Criteria of leadership have been used from the CAF model. Data has been collected through questionnaires, which lecturers and professors of both departments filled out. The scoring table has been used to compile the results. The study's findings show leadership's influential role in both the departments of the University of Punjab. The study also compares the departments by using the sub-criteria of leadership. It shows the working of the leaders in enhancing the performance of employees, in imparting mission, vision, and values, in acting as a role model, and also their role in developing relations with the stakeholders. The study results show that IBA performed better than the IAS department in fulfilling the above criteria. However, the study results are not generalizable since only two departments of the PU were considered for the research.

Key Words: *Leadership, CAF Model, Values, Performance, Political Bodies*

Introduction

Leadership is an essential function of management that helps the organization maximize its efficiency and achieve its set goals. If an organization has good leadership, the results can be easily seen through satisfied employees and good outcomes. A healthy working environment enables the employees of any organization to work enthusiastically and hard. This ultimately brings innovative ideas and a sense of creativity among the employees. The role of leadership in any organization is vital for maintaining the environment and performance (Bass and Bass, 2008; Van Wart, 2005).

Leaders need to motivate public employees by contributing to organizational performance in enhancing the corporate, social, and psychological context that catalyzes task activities and processes (Mehrad & Fallahi, 2014).

Leadership in the public sector plays a vital role in any organization. It affects the whole system. Whether it is a private or a public sector, it does not matter; leadership directly influences the organization. It affects employee job satisfaction and the performance of government and public agencies.

Leadership is crucial to good public governance, including planning, efficiency, transparency, and accountability. The public sector leaders in today's era also face many challenges. They have to cope with the limited resources and maintain the quality of the departments. They must take challenges more often than the private organization's leaders and perhaps call on the different competencies. For example, "A study by Hudson, Decoding the DNA of Public and Private Sector Leaders, a recruitment and talent management company in the Netherlands, found public sector leaders are challenged to deliver public services efficiently per the authorized procedures, processes, and rules. Consequently, public sector senior leaders are typically prone to follow and monitor rules and procedures and clearly explain how things must be done (Bremner & Goldenberg, 2016).

It has been observed that employees nowadays prefer more and more rewards and want to be compensated well. They want to work under the supervision of competitive leaders and in an environment where they can freely share and discuss their issues with them. Alan's employee and a leader must have a good relationship. This relation leads to the progress of the company. Also, it affected the performance of the employee (Tomažević et al., 2013).

The leadership at Punjab University plays a significant role in developing the departments, just like other private and public universities. They maintain the equilibrium between the employees and the department's performance and quality. They are responsible for bringing the change in the department. They are also responsible for maintaining personal relations with the outer bodies that can affect the performance and working of the department. They are also responsible for acting as models for the employees. They also maintain the quality and management of the department. Though they face many challenges in maintaining the quality, they are doing it.

I have selected IBA & IAS, two departments of the PU, to compare the roles of leaders of both departments because these are the departments of the Punjab University. These both have almost identical content and syllabi. The management part is quite similar in both departments. So, it inspired me to identify the role of leaders of both these departments and compare them in the end.

What is Learning?

Faye Wattleton highlights the importance of leadership in one of his quotes: "The only safe ship in a storm is leadership." Leadership is the axis of any group, community, nation, firm, or organization that decides the pattern, course of action, and culture of that group or firm. A dynamic and visionary leader is a prerequisite for achieving long-term goals as he possesses the charismatic attributes of leading the group, nation, or firm. History is replete with such leaders who took their people out from the depths of failure. For instance, Franklin Delano Roosevelt revived the

US economy with his visionary steps and removed the nation from the Great Depression (Bass and Bass, 2008).

In other words, leaders are the one who knows the way, goes the way, and shows the way to others. They are not just meant to be political leaders or business leaders. Any person who holds some authority and must lead the people is a leader and must possess all the essential leadership qualities.

The term “leadership” is ambiguous as it entails many aspects, and different definitions cover a few aspects while undermining the rest. According to Rosen Bach and Taylor (1993), Leadership is a process in which individuals cooperate to achieve goals and success, which is impossible without a leader.

In other words, it is a strategy in which there is cooperation between a leader and his followers to attain the organizational objectives by taking certain decisions and steps. Learning and training of a leader are never-ending because, with every experience, a leader learns a new lesson and tries to disseminate it to his followers to avoid any lousy decision again (Mujani, 2012).

Fundamental Leadership Practices

Kouzes and Posner have collaboratively crafted a widely accepted theory encompassing five fundamental practices. However, this theory’s core is the relationship between the leader and his followers (Hughey, 2006). According to them, great leaders in any domain possess these five practices where they can achieve their long-term goals either in the public or private sector. The first and foremost fundamental leadership practice is to “challenge the process,” which means that ambitious leaders are always up for taking calculated risks for their organizational success. In short, they also allow their followers to take challenges and accept failure as a learning experience. The second practice is to “inspire a shared vision,” which means bringing and orienting all the people towards future commitments. In other words, influential leaders enable their followers to connect themselves with the mission and vision of the organization. The third fundamental practice is to “enable others to act,” which encompasses empowering the followers to inculcate collaboration among them. In other words, influential leaders try to engage every follower and value his participation in the organization. “Model the way” is the fourth practice through which leaders project a successful role model for their followers. Lastly, “encourage the heart” is the last practice that enables leaders to appreciate and acknowledge the efforts and accomplishments of their followers.

Leadership and Organizational Performance

Organizational Performance is a multi-dimensional concept that is directly related to the achievement of financial and strategic goals by any organization. Historically, organizational performance was subjected to negligence and only measured in the financial domain. In a broader perspective, it entails actual output or the result of any organization against its proposed outputs, i.e., objectives and goals. In principle, it comprises repetitive activities for establishing organizational goals, monitoring progress and development toward achieving them, and making adjustments to

achieve them efficiently. Accordi, according to Abd. Aziz (2015) states that organizational performance is better measured by considering all the possible indicators, i.e., financial performance, effectiveness of product quality, and customer satisfaction. Therefore, the current study examines the organizational performance in Pakistan's public sector by relating it to the proactive role of leaders in making them a huge success.

Theories of Leadership and Higher Education in Pakistan

A leader is not born but made. It is accepted that a leader must hold perseverance, patience, commitment, vision, knowledge, and commitment towards leading and managing his followers and affairs, respectively. Therefore, a leader is made after a blood-sweating journey of education, self-study, training, experience, and practice. So many views and perspectives about leadership distinguish a leader from a non-leader in so many aspects. The most basic and broad division of leadership theories falls under three significant perspectives, i.e., leadership as a relationship or a process, personality trait or combination of specific traits, or leadership as certain behaviours like leadership skills. The details of all leadership theories are given below (Wart, 2005).

Great-Man Theory

Thomas Carlyle proposed this theory in 1847, claiming that heroes are born instead of made. He stated that: "Universal history what man has accomplished in this world is at the bottom of the history of the great men who have worked here."

He also argues that leaders are great men of potential who are not ordinary; they have the power to mark their names on the pages of history. In support of Carlyle's theory, another American philosopher, Sydney Hook, proposed a similar idea regarding the effects of eventful m vs. even-making man. He further elaborated that a leader has inherent qualities to be an event-making man. In contrast, the eventful man's life is all decided and affected by the course of events (Khan, 2016).

Contingency Theory

This theory states that a leader is not always suitable for every environment. Instead, it focuses on certain variables of leadership that are fit for a particular type of work and situation. The success of leadership not only depends upon the leadership abilities; instead, it is also dependent on different variables like leadership styles and principles. If a leader is unfit for any particular work, his leadership abilities are useless (Amanchukwu1, 2015).

Situational Theory

Situational theory states that "leaders select the best course of action depending upon situational surroundings or the circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For instance, an authoritarian leadership style might be most appropriate when the leader is expected to be the most knowledgeable and experienced group member. In other situations, where all the group members are skilled experts and expect to be treated as such, a democratic style may be more effective (Amanchukwu1, 2015).

Behavioral Theory

This theory suggests that certain styles and behaviors of a leader are prerequisites for specific tasks. The three different types of leaders are autocratic, democratic, and laissez-faire.

It has been observed that “groups under these types of leadership perform differently: Autocratically led groups will work well so long as the leader is present. Group members, however, tend to be unhappy with the leadership style and express hostility. Democratically led groups do nearly as well as autocratic groups. Group members have more positive feelings, however, and no hostility. Most importantly, the efforts of group members continue even when the leader is absent (Amanchukwu1, 2015).

Process Leadership Theory

This theory suggests that leaders are not always autocratic. Instead, they are empathic towards the fears and anxieties of their followers. Therefore, an actual process leader focuses on the needs of the followers and tries to help them become more accessible and knowledgeable. In other words, this type of leader is called a servant leader, as he tries to serve the needs of his followers. Moreover, these leaders also believe in free learning and clarity of their vision to be disseminated to everyone (Khan, 2016).

This theory emerged in the decade of 1960 and 1970. According to this theory, the relationship between leaders and their followers is grounded on agreements and memorandums. Bass and Avolio (1994) argue that this type of leadership also entails certain rewards for followers meeting the aspirations of leaders. These rewards are given to lift the morale of followers. Moreover, these leaders also inspect their followers to gauge their performance credibility (Khan, 2016).

Transformational Theory

The leaders who meet this theory’s aspiration are those who have high morals and ethical values. They focus on lifting the weak members of their group by encouraging and helping them cope with the situations. In other words, they engage their members in skill-building and learning for maximum output. They believe in transforming their members, and I like that way (Amanchukwu1, 2015).

Academic Leadership

Leadership in academia is critical as it shapes the intellectual creed of any country. Most importantly, it has been given prime importance in Higher Education as it is a daunting challenge where many university presidents cannot cope with the expectations. Leadership is equally applicable and vital for higher education and the private sector. However, it is challenging due to the dynamic environment of higher education (Hughey, 2006). In addition to the tremendous leadership duties, educational administrators or leaders are expected to realize the significant relationship between their leadership style and the morals of their teachers. In other

words, an effective leader always tries to lift the morale of educationists or co-workers to ensure educational success (Hickman).

Moreover, from a higher education perspective, leadership is primarily important in presidential leadership. According to Birnbaum, the educational leader or president must be more transactional than transformational to protect the organizational structure and procedures in the university domain and culture. He argues that a successful leader chooses suitable techniques for his educational needs to deal with employees and work on specific goals. For this, he has coined a new term called instrumental leadership, where an educational leader tries to be a crisis manager and ambassador of his co-workers and make firm decisions.

2.6 Leadership in Pakistan Higher Education

Leadership is very relevant to higher education, particularly in public and private sector universities, owing to its process-focused approach that aspires to increase productivity, decrease costs, and improve quality (James & James, 1998). In the United States, many Higher Education Institutions have adopted models of leadership for achieving better results. Therefore, the leadership in two different departments of Punjab University has been assessed via comparative analysis. This research investigates the impact of leadership theories, styles, and principles on organizational performance in Public Sector education by utilizing the CAF Model as a measuring tool.

This research is highly significant in Pakistan as it explores the extent of effective leadership in pursuing higher education. Regarding research related to this particular aspect, there is a dearth of comparative studies of effective leadership in two different departments of the same public university, i.e., Punjab University. Even leadership has been given the most minor importance in higher education. Therefore, this research will play a pivotal role in opening new avenues to apply leadership theories in Pakistan's higher education and measure the success of its implementation in the form of explicit and implicit results.

2.7 Leadership in Punjab University

Punjab University is a prestigious institute in Pakistan that imparts high-quality education with utmost dedication and quality. As leadership is a prime factor in ensuring the success of any organization, this research aspires to look into the extent of leadership quality in two different departments of Punjab University. This research also tries to draw a comparison between both departments, i.e., the Institute of Business Administration (IBA) and Institute of Administrative Sciences (IAS), on the scale of leadership features, how far the implementation of leadership or to what extent their employees harbor the potential of leadership. Institute of Business Administration (IBA).

In the era of competitive business, Punjab University has an IBA department to meet the future needs of the country's business and economy. Therefore, it has highly learned and qualified faculty contributing to enhancing business studies in Pakistan. It also offers morning and evening classes to cater to the needs of students and employees. Apart from this, various graduate and post-graduate programs are

offered, spanning different periods. In short, the success of IBA in Pakistan can be gauged and seen through the prism of leadership.

Institute of Administrative Sciences (IAS)

Public administration is the backbone of any country; henceforth, Punjab University strives to produce an intellectual creed of public administrators by offering different courses and degree programs. US AID professionals and educationists have constructed this institute. This institute is also hailed as the parent institute of public administration in other provinces of Pakistan. Likewise, it is the first institute in the country to offer postgraduate degrees. Therefore, to assess its success in terms of leadership, this research carried out a thorough study.

Common Assessment Model (CAF)

The Common Assessment Framework (CAF) is an instrument of Total Quality Management (TQM), which is prepared on the framework of Excellence Model of the European Foundation for Quality Management (EFQM) along with the model of the German University of Administrative Sciences in Speyer. It is an all-inclusive system of assessment, the analysis and improvement based on employee engagement (via self-assessment mechanism), measurement of the level of various stakeholders' satisfaction (either customers or citizens), the bench learning and the exchange of practice among CAF users along with implementation of the process approach (Maslov, 2014).

Primary Purpose of the CAF Model

The CAF model assists public sector organizations in employing total quality management techniques to enhance their performance. It is perceived as a vital TQM self-assessment model mainly executed in public sector organizations. However, it has four chief purposes, which are listed below:

- a) To make public administration familiar with the culture of TQM's excellence and principles
- b) To guide them gradually on how to use as well as understand self-assessment, from the current "Plan-Do" sequence of activities to a fully-fledged "Plan-Do-Check-Act (PDCA)" cycle.
- c) To provide accessible self-assessment of any public organization to attain a diagnosis and improvement measures.
- d) To operate as a link across various models employed in quality management.
- e) To allow bench learning among all public sector organizations (Maslov, 2014).

Structure of the CAF Model

The CAF model is the amalgamation of nine essential criteria that comprise the two major domains, i.e., Enablers Criteria and Result Criteria. The first five criteria, 1-5, are enablers, which indicate the managerial practices of an organization. In other

words, it explains how an organization achieves its results. It mainly consists of leadership, strategy and planning, people, partnership and resources, and Processes. At the same time, the Result Criteria indicate what an organization achieves. It comprises the remaining 6-9 criteria, i.e., Citizen/Customer-Oriented Results, People Results, Society Results, and Key Performance Results. All criteria are divided into 29 sub and sub-sub to cover every possible aspect of total quality management. It also encompasses two hundred examples to exhibit how to understand and implement every aspect explicitly (Gašpariková, 2013).

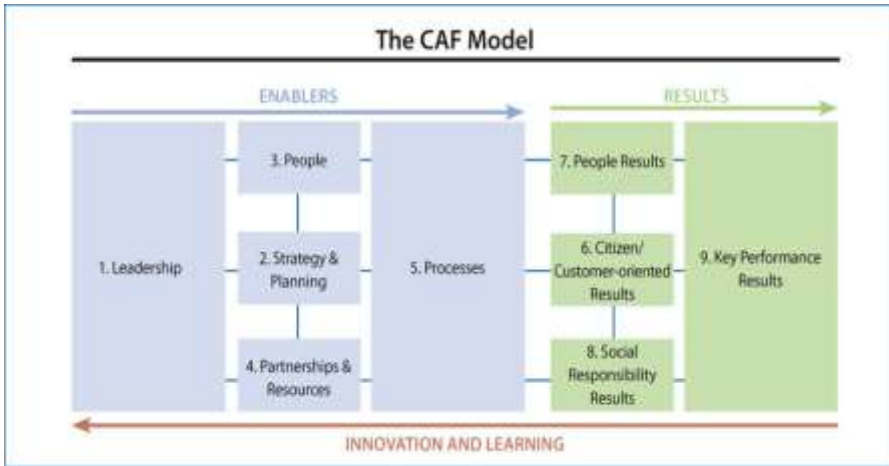


Figure 2.1. Common Assessment Framework (CAF)

In the above figure of CAF, the direction of the arrows implies the dynamic and vibrant nature of the model. In other words, innovation and creativity assist enablers to advance and progress, thus directing towards improved results. All the criteria are discussed in detail in the upcoming section.

Criterion 1: Leadership

A leader is the central pivot upon which the whole organization depends. In other words, the leader is the one who either makes his organization successful or makes it a failure with his planning. Therefore, the leader embraces the responsibility of providing direction to the organization by developing its mission, vision, and values. He is responsible for reviewing the organization’s policies before implementation and deciding the future course of action if undesired consequences are met (CAF 2006, 2006).

This criterion further encompasses sub-parts that individually deal with every aspect of leadership.

1. CAF leadership determines the organization's values, mission, and vision.
2. It also devises and executes a system for managing the organization, performance, and change.

3. It also tries to act as a role model for the workers in the organization by motivating and supporting them.

The leadership also bridges the relationship with politicians and other stakeholders to ensure their needs are met timely.

Criteria 2: Strategy and Planning:

The organization's performance is identified by efficiently executing all its interrelated activities. Therefore, the CAF Model's second criterion deals with strategy and planning. It studies and interprets the ways by which an organization implements its mission as well as vision via a clear stakeholder-focused strategy. It also looks into all the relevant policies, objectives, plans, targets, and processes that support the organization's line of implementation (Andrade, 2006).

The subparts of this criterion are listed below.

- a) It tries to gather information about the stakeholders' present and future needs.
- b) It also focuses on developing, reviewing, and updating the strategy and planning.
- c) Lastly, it tries to execute the strategy and planning in the entire organization. (CAF 2006, 2006).

Criterion 3: Human Resource Management

People are the most essential organ of any organization; therefore, they are sometimes called organizations. The success of any organization is determined by how employees interact with each other and try to manage and utilize available resources (CAF 2006, 2006). Henceforth, the third criterion of the CAF model tries to assess how an organization develops, manages, and releases knowledge along with the full potential of its people at individual, team group, and organizational levels. Moreover, it also tries to review how an organization plans its activities to support its policies along with the efficient operation of its employees, i.e., people (Andrade, 2006).

Its sub-criterion involves the following parts.

- a. This criterion involves planning, management, and improvement of human resources transparently about the strategy and planning.
- b. This sub-criterion tries to identify, build up, and utilize the employees' competencies (people) by aligning the individual and team as the organizational targets and goals.
- c. It involves employees in developing a culture of open dialogue and empowerment (Andrade, 2006).

Criterion 4: Partnerships and Resources:

Partnerships are critical and delicate to handle, especially with citizens/ customers. Therefore, a successful organization must maintain efficient partnerships to ensure the effective execution of its processes (CAF 2006, 2006). Therefore, the fourth criterion above studies how an organization plans and manages its partnerships and internal resources regarding its strategy and policy. It also tries to interpret how the processes in any organization are operated (Andrade, 2006).

However, the sub-criterion of Partnership and Resources are as follows:

- a. This sub-criterion develops as well as implements the fundamental partnership relations
- b. This part develops and implements partnerships with their customers/citizens.
- c. It tries to administer knowledge by developing a safe system of storing and exchanging information within and outside the organization.
- d. It deals with finances to ensure budgetary and financial transparency.
- e. It supervises technology by utilizing appropriate methods and tools.
- f. It controls buildings and assets to ensure an ergonomically safe working environment (CAF 2006, 2006).

Criterion 5: Process and Change Management:

Innovation and creativity are pivotal in any organization's process and change management. Therefore, the fifth criterion of the CAF model looks into how an organization tries to administer, pull through, and develop its new innovative processes to maintain its strategy and policy for customer/citizen satisfaction (Andrade, 2006).

Its sub-criteria are discussed as follows:

- a. This subpart tries to Identify, devise, administer, and improve the processes.
- b. It aspires to develop as well as deliver services and products by concerning the customers/citizens.
- c. It plans and executes upgrading and innovation.

Criterion 6: Customer/Citizen Oriented Results:

The sixth criterion of the CAF model studies the organization's result, which it achieves about its customer/citizen's satisfaction. In other words, its focus is to examine the internal and external customer satisfaction with the services and products provided by any organization (CAF 2006, 2006).

The key sub-criteria of this dimension are as follows:

- i. Examination of results of the customer/citizen satisfaction measurement

ii. Examination of the Indicators of customer/citizen-oriented measurements

Criterion 7: People Result:

The satisfaction of people working in any organization is paramount; therefore, this criterion examines the extent of employees' satisfaction through several techniques such as interviews, surveys, etc. It also studies the results achieved by any organization concerning employees' performance, satisfaction, motivation, and competence (Andrade, 2006).

The sub-criteria are as follows:

- Results of people satisfaction and motivation measurements
- Indicators of people results (CAF 2006, 2006)

Criterion 8: Society Results:

The Society Results are those an organization achieves by addressing the needs and expectations of its local, national, and international community. It also encompasses the organization's perception of quality, environment, and approach toward preserving global resources. Moreover, the relationship of any organization with external bodies is also a significant concern that affects its business in general (Andrade, 2006).

Its sub-criteria are as follows:

- a) Results of societal performance
- b) Results of environmental performance

Criterion 9: Key Performance Results:

This criterion includes the results that an organization accomplishes concerning its strategy and planning to meet the demands of its varied internal or external stakeholders. It also includes the results related to the management and improvement of any organization. These measures are probably linked to the policy and strategy (Criterion 2), the partnerships and resources (Criterion 4), and the processes (Criterion 5) (CAF 2006, 2006).

Its sub-criterion includes:

- i. The Goal achievement of an organization
- ii. The Financial performance of an organization (Andrade, 2006).

Conclusion

Leadership of any organization is considered to be the most critical aspect. The overall system and working will be sound if the leadership is robust. If there is a lack of leadership, it will badly affect the working of any organization or department. The reason for choosing this criterion was also to check and highlight the working and role of the leadership of both departments.

However, some recommendations can be helpful for any department or organization.

- The leaders of departments or any organization should make rules or policies that favor the employees.
- The leaders should also encourage employees to boost their morale and confidence.
- The leaders should act as role models and burn all the bridges between them and their employees. So that the employees feel free to come and communicate with their heads.
- The employees should not be given extra workload that affects their personal lives.
- Proper criteria should be developed to hire new employees.
- The leaders should also arrange seminars and workshops to help the departments interact with the outer bodies.

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