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       NEED/IMPORTANCE OF THE STUDY

       STATEMENT OF THE PROBLEM

       OBJECTIVES

       HYPOTHESES

       RESEARCH METHODOLOGY

       RESULTS & DISCUSSION

       FINDINGS

       RECOMMENDATIONS/SUGGESTIONS

       CONCLUSIONS

       SCOPE FOR FURTHER RESEARCH

       ACKNOWLEDGMENTS

       REFERENCES

       APPENDIX/ANNEXURE

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CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

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A QUALITATIVE INQUIRY OF LEADERSHIP PRACTICES AND ITS BEHAVIORAL AND PSYCHOLOGICAL OUTCOMES

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ABSTRACT

The study aims to explore the leadership style and its related behavioral and psychological outcomes of the teachers. Leadership is an important predictor for the teacher's feeling and perceptions about their job. In this study, job satisfaction, commitment, citizenship behavior and teacher's morale are taken as the criterion variables.This is a qualitative cross-sectional case study based on 35 interviews from the faculty and head of the institutions and departments. The study employs the triangulation method for data sources to validate the findings. The study reveals interesting findings about the nature of the relationship between the leadership style and its related outcomes and a conceptual model is devised based on the empirical findings. Study in the end offers practical implications for future studies and recommends measures for the leaders under study.

KEYWORDS

Participative leadership, satisfaction, commitment, citizenship behavior, morale.

INTRODUCTION

Education and educational theory are embryonic in nature. Development in curriculum and new methods of refining the educational program are always the vanguard of educational debates. The ever-present challenge is to find modern ways to reach students. Millions of dollars are spent yearly in an attempt to cope up with this challenge. There are various factors that play significant role in improving existing curriculum and developing the new one; broad vision, leadership, infrastructure, faculty and teaching methods are salient among them. It has been generally accepted that human resource is the most vital capital of any organization especially in the educational institutions where resource persons are involved in making up the mind set of their customers.Teachers are so important component that educational institutions are ranked on this basis. Hence, by accepting this notion it can be asserted that one of the most fundamental concepts to improve aneducational institution performance is by focusing on teacher perceptions, which can be largely affected by feelings teachers draw from environment provided at the institutions (Evans, 1997; Hunter-Boykin & Evans, 1995). These feelings can be described as morale, which can greatly affect the motivation and achievement of students, or this feeling can take the form of satisfaction or commitment. Hence these feelings result in an extra effort put by the teacher for the improvement of the academic environment.

A substantial proportion of effective schools' research has been directed at exploring the influence of principal's leadership behaviors and their related outcomes (Shum & Cheng, 1997). The most common among them are the relationship between principal's leadership style and their consequent effects on the factors like teachers' satisfaction, their efficiency and effectiveness and the amount of effort they are willing to exert on their job (Bass &Avolio, 1997). New paradigms of leadership (Burns, 1978; Bass, 1985; Bass &Avolio, 1994; Leithwood&Jantzi, 1990) have allowed these effects to be examined from new perspectives, with particular emphasis given to the question of the type of school leadership that teachers find satisfying.

Although there is somehow nebulous domain that connect the management concepts with the educational theory however, prominent among these are leadership paradigms like transformational and transactional models (Burns, 1978; Bass, 1985; Bass &Avolio 1997) that are applied in the educational institutions. These models posit that followers' performance can be lifted up to a level beyond formal roles expectations. Moreover, advocates claim that while transactional leadership is effective, "a greater amount of extra effort, effectiveness and satisfaction is possible from employees by augmenting transactional with transformational leadership" (Bass and Avolio, 1997, p. 22).

The present study builds upon previous research by addressing a variety of methodological limitations that have limited the generalisability of earlier findings. To date, the majority of work on leadership in educational theory has focused on the school principals and their leadership approach. Consequently, the current research investigates the leadership style in the university setting and explores the leadership of the head of the institutions and departments of a university selected as a single case.

Another limitation within this area of research is that the majority of previous studies have employed questionnaire designs (e.g., Hart and Quinn, 1993; Silverthorne and Wang, 2001). Although such designs indeed have their place, there are a number of commonly acknowledged problems associated with the use of questionnaires, including common method variance and other biases. Silverthorne and Wang (2001) recently included some qualitative techniques in their study of leadership to support the quantitative data. Avery and Ryan (2002) also employed qualitative techniques to investigate the leadership styles of 17 practicing Australian managers. Moreover, Rowland (2008) in a quantitative study recommended that qualitative aspect of leadership could lead to greater insight as to why teachers answered as the way they did.

Because of the exploratory nature of the questions to be addressed in the present study, qualitative approach to data collection is selected. Qualitative analysis enables researchers to explore emerging themes and aid with the theory building process. Although qualitative research has left its mark both conceptually and theoretically on the social sciences but qualitative leadership studies have been rare (Beyer, 1999; Bryman, 1996; Conger, 1998). The recent growth of qualitative research in the area of leadership may be associated with the contextually rich subject matter associated with leadership studies and the greater depth of understanding that one can derive from qualitative research methods. Qualitative research on leadership is distinctive from quantitative research in the field in a number of significant ways. According to Bryman (2004), one important difference is that qualitative research on leadership "tends to give greater attention to the ways in which leaders and styles of leadership have to be or tend to be responsive to particular circumstance" (p. 752.) In other words, qualitative leadership research appears to be more sensitive to the effects of situational factors and different contexts on leadership styles.

Hence by keeping in mind the need to add the knowledge to the existing one, this study is undertaken to discover the leadership in the qualitative facet. University of the Punjab, Lahore is taken as the case and its leadership style is studied in depth. Also the teachers' perceptions about their contribution in the form of the satisfaction, morale, commitment and extra roles are also investigated.

Building on the observations of Burns (1978) and Greenleaf (1977) that leaders have the potential of enhancing the moral development of followers, this paper proposes theoretical linkages between a range of outcomes related to leadership behavior.

The study is performed to address two distinct areas: first the level of the participation in the leadership style of the heads has been explored. Secondly, in this study the some significant outcomes related to leadership style areconferred in detail and their linkages have been established through empirical evidences.

RESEARCH QUESTIONS

This study addresses the following research questions:
1.   What is the perception of the teachers about the leadership style of the head of the departments in University of the Punjab?
2.   What is the level of the participative leadership style of the heads?

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3.   What are the major leadership related factors that teachers feel more important for them?
4.   What are the outcomes related to the leadership style of the head of the institutes and departments?

SIGNIFICANCE OF THE STUDY

At the first place the study is significant to the field of education because it builds upon the available body of knowledge relating teachers' outcome and leadership in the university setting. There have been several studies that look at the relationship between teacher morale, their satisfaction, their commitment and principal leadership in school settings. The present study focuses on university of the Punjab, Lahore taken as the case study. Most of the recent literature reviewing teacher satisfaction has examined particular intrinsic and extrinsic factors that have acted as either satisfiers or dissatisfiers. Dinham& Scott (1997, p. 375) have argued the existence of a "third domain" of factors that fall between intrinsic satisfiers and extrinsic dissatisfiers. This third domain is made up of school based factors, such as school leadership, climate and decision making, school reputation, and school infrastructure, and has been demonstrated to influence teachers' perception of satisfaction as well as teacher s' morale. Hence these factors are also applicable to the university setting. This study will validate the effect of these factors that are related to the teachers' related outcome.

Moreover this study is undertaken by taking into consideration the previous recommendations. In many studies researcher have recommended studying the leadership style from the qualitative aspect too. Rowland (2008) recommended to expand the research to include a qualitative aspect could lead to greater insight as to why teachers answered as they did. This information could lead to recommendations that might improve practice and give administrators more information as to what might improve the morale and satisfaction of their teachers. Additionally, teachers might suggest aspects of leadership that affect their morale that are not included on the survey. An interview format that allowed teachers to express their opinions in detail would provide the data to expand this understanding. Hence it will bridge the gap that exists due to the limited number of qualitative studies on leadership.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Introducing productive contributions in organizations from its members has been a serious concern for the organizational scholars. The role of the leaders to inspireand encourage the members towards common goalsisthe topic that has been globally attended.

This study is developed upon the leader member exchange theory. Its framework not only links down the leadership style with the behavioral and the psychological contribution of the teachers but also connects different outcomes together so that potential mediators in this framework can be gauged.

Teachers are the largest professional body of educational institutions and have frequent interaction with students. They play a vital role in shaping the environment of the institution.The way they feel about their job, roles and responsibilities have a significant impact on the students and the institutions they are working for. Interestingly there is a vice versa situation also. The environment notably contributes in modeling teachers' perceptions about their job, culture and the overall organization. There are several environmental factors that are likely to affect the teachers' perceptions. If these perceptions are positive, the teachers together with a leader participate in fostering an effective culture. Among these factors leadership style is the prominent one that has a significant effect on the teachers' behavioral as well as psychological outcomes. Therefore it is imperative for educational leaders to be aware of factors that affect teacher related outcomes like satisfaction, commitment morale and job involvement and how they may affect student achievement. Departmental head as a leader in the university has the power to influence the teacher perception in their department by their actions or practices they execute (Hunter-Boykin & Evans, 1995; Lester, 1990; Rhodes, Nevill, & Allan, 2004). It is often reported in the literature that teachers feel that they are not considered as professionals and are not esteemed by management which cause demoralization. In this regarda leader must understand that they are not only considered the role model but have to exhibit emotional intellect so that the faculty feels integrated with the overall ideology of the university.

LEADERSHIP APPROACH

Although there has been a lack of consensus on the definition of the leadership, a variety of leadership practices do share common factors: Leadership is a group phenomenon, and it involves processes of influence. Leadership emerges through the interaction between two or more persons during the process of achieving group or organizational goals. Additionally, leadership is not solely attributed to a leader's characteristics, but rather should be understood in the context of collaborative endeavors by all group members.

Reflecting on these common elements, the present study defines participative leadership as an organization-wide process of encouragement through which subordinates are involved in all the major decision of the institute and hence remain concerned about the overall organizational goal. The scope of the leadership discussion in this study will thus center on participative leadership style with organizational members. Literature provides the three broad strands of leadership theories; trait-based approach behavioral-based approach and contingency based approach (Derue, Nahrgang, Wellman, Humphrey, 2011) as shown in Table 1. The present study espouses the behavioral perspective. At the first place, traits relatively remain constant in individual and seldom fluctuate through trainings. Behavioral patterns, however, can be learned and shaped through training. Since this study doesn't intends to select leaders rather explores the practical implications for the effective leaders hence the behavioral approach is more helpful.

TABLE 1: LEADERSHIP APPROACHES

Trait	Behavioral	Contingency
Focus: Personal attributes of leaders specific managerial skills, such as conceptual and interpersonal skills.	**Focus:** observable process or behavior rather than intangible characteristics	**Focus:** consider that effects of traits and behaviors are not consistent across all situations
Underlying characteristics: Personality and motivational traits—such as self-confidence, locus of control, stress tolerance, and managerial motivation	**Underlying characteristics:** Initiating structure, consideration, or empowerment—are associated with team performance	**Underlying characteristics:** situational factors, such as leader-member relations, task structure, characteristics of followers, and reward systems, were found to affect leader behaviors and their effectiveness.

Source: Literature Review

Participatory leadership includes all team members in ascertaining vital goals and strategies for achieving these goals (Caine and Caine, 1997). From this perspective, leader acts as a facilitator and not simply issue orders. One of the major benefits of participatory management is the process that allows the development of other leaders who can serve the organization later on. Such leadership approach fosters creativity and encourages people to demonstrate the skills and talents that will not be visible otherwise. Discovering these hidden assets help leaders to take advantage of current team performance. Participatory leadership also extends the range of opportunities for the team. When the leadership style encourages others to be involved in the decision making process, a given course of action can be treated by a variety of perceptions. This can often highlight strengths or weaknesses of the approach that would have gone unnoticed and unresolved.

One potential shortcoming of participative leadership is the time factor (Pollack, 2001). Participative leadership seeks input from every member and this extra time though delay but ultimately benefit everyone to a greater degree than faster decisions that are more limited in scope (Goodlad, 1994). According to Perkins (1999) the participative leader is "able to unleash the innate strengths of followers so that they can become "self-leaders" who experience commitment and ownership of their work". Unlike the other leadership approaches, the focus of the participative leader is always on relationship with the members. It is inherently "other-centered" approach.

A participative leader is the one who seeks people involvement that improve understanding of the issues. The people involved in the decision making process possibly includes subordinates, peers, higher authorities and other major stakeholders. However the level of influence and the type of issues in which the

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participation is sought may be the whim of the leader solely. This is also dependent upon the leader's preferences and beliefs and the way he/she view a situation.

According to Schlechty (1990, 2001) participative leadership is common in almost every leadership style but the difference emerges from the level of authority and delegation. . There is a model that helps to explain the main demarcations between the leadership style and the level of participation encouraged from the leader. The theoretical model is based on spectrum on which the level participation is determined. Accordingto Brown (n.d.) this is the most applicable model to the dynamic field of education.A complete spectrum of level participation is shown in the Table 2 below:

TABLE 2: PARTICIPATIVE LEADERSHIP SPECTRUM

1. Autocratic decision by leader	2. Leader proposes decision, listens to feedback, then decides	3. Team proposes decision, leader has final decision	4. Joint decision with team as equals	5. Full delegation of decision to team
< Not participative	Highly participative >			

Source: http://www.rose-hulman.edu/StudentAffairs/ra/files/CLSK/PDF/Section%20Three%20Campus%20Involvement%20&%20Leadership/Leadership%20Styles.pdf

Involvement in decision-making foster a culture in which people feel committed and adhere to the decisions made. People appear to be less competitive and more collaborative while working on mutual goals.Several people mutually taking a decision are considered as more favorable and hence attain more acceptances in leadership theory. There isvariety of situations on this spectrum, including stages where the leader just passes on the decision to the team. Another extreme is to describe the objectives and goals and let them decide the process to achieve them. This phenomenon is often describes as Management by Objectives (MBO). A study conducted by Hallinger (1998) confirms this notion of setting the goals that teachers who were "more satisfied" with their jobs, worked in an environment where teachers perceived greater influence over their use of time. In a further study Hallinger (1998) describes teachers believing to have some control over their classrooms but limited control over things that go on outside the classroom. When the researchers probed deeper into teacher's perceptions of their control, "there was a "marked decline in teachers' sense of powerfulness as the focus moves from the classroom to the school as a whole" (p. 190).

In a study reported by Hammond (1995) teachers reported that when policies are implemented with flexibility they are the most effective. However, policies that are highly prescriptive with few options lead to resistance in a variety of ways. Fewer than 10% of the teachers in the study wanted strict guidelines. Those teachers also did not address student learning, only concern for covering the curriculum (Hammond, 1992).
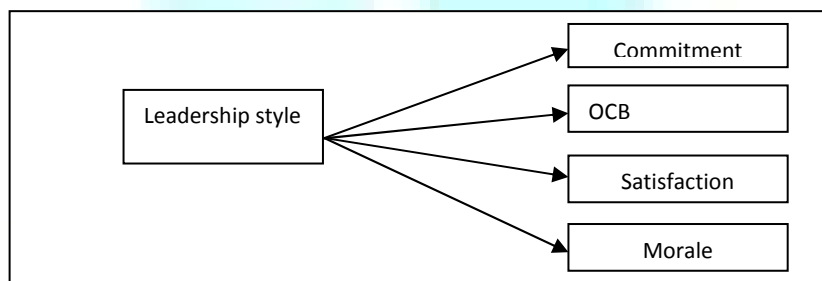
It is also revealed through research that teachers perceive the environment as constructive when they participate in decision making, and are allowed flexibility in pedagogical strategies. Positive effects of teaching are achieved when teachers can adjust imposed policies based on their best beliefs about student learning. Researchers describe a variety of strategies that create an environment where teacher's perception of their work is positive. Barth (1990) for example, describes the need for a community of leaders that will offer "independence, interdependence, resourcefulness, and collegiality" (p. 145).

By keeping in view the importance of the teacher's perception about the environment around them it is also essential to study the outcomes of teacher's perception about the environment they are working in. Studying these factors is central because this will in turn affect their decisions and actions like intentions to leave or stay with the institution, their extra contributions and overall their morale. The environment of the any institute is the reflection of the personality of the head of the institute. So if it is important to study the environment then the most fundamental job is to examine the leadership style of the head. This is the primary building block of any environment. Moreover, its effects on research' satisfaction, their morale, their performance are lasting and are critical to study.

BEHAVIORAL AND PSYCHOLOGICAL OUTCOMES

There are several psychological and behavioral outcomes of the teachers that are resultant of the perception about the leadership style. For this study only some but salient outcomes are identified and studied in response to the teachers' perception about the leadership style of the director. These outcomes that are identified for the study at hand are teacher morale, job satisfaction, commitment, and extra role behavior. Hence the framework devised for this study can be explained as Figure 1:

FIGURE 1: CONCEPTUAL FRAMEWORK

Source: Review of Literature

The literature on teacher's commitment can be concentrated in the ways that teachers define and characterize this concept. Kanter (1974) and Mowday, Steers and Porter (1979) presented, in their research, the widely referred conceptualizations of commitment. Teachers are supposed to be committed the social context what Kanter (1974) describes as 'social system'. It's not the one-dimensional concept and has many layers (Day, 2000; 1996; Tyree, 1998). According to Kanter (1974) there are certain determinants that are crucial for commitment intrinsically and extrinsically but leadership is prominent among them. Meyer and Allen (1991) also presented the most widely accepted component model of organizational commitment.

Research on OCB has benefited greatly from Organ's (1988) conceptualization of OCB as consisting of five distinct factors: Altruism (e.g. helping specific individuals), Conscientiousness (e.g. going beyond minimally required levels of attendance), Sportsmanship (e.g. tolerating the inevitable inconveniences of work without complaining), Courtesy (e.g. informing others to prevent the occurrence of work-related problems), and Civic Virtue (e.g. participating in and being concerned about the life of the company). Thus, there is a substantial amount of evidence employees in well- functioning organizations consistently go beyond the formal job descriptions and contracts.Hence they tend to demonstrate goodwill, smooth functioning and efficiency of organizations. A wide range of employee, task, organizational and leader characteristics are consistently found to predict different types of OCB across a range of occupations (Podsakoff et. al, 2000).

Job satisfaction is another important criterion variable in this study. It is defined as "how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). It has been the frequently investigated concept in psychology, sociology, economics and management sciences. Many experts believe that job satisfaction can affect employee behavior and influence work productivity, work commitment, absenteeism and their turnover. Furthermore, job satisfaction is considered to be a strong predictor of "overall individual well-being" (Diaz-Serrano and Cabral Vieira, 2005).

Teacher morale has been defined by Bentley and Rempel (1980) as "the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job" (p. 2). It is affected by the leadership and has a consequent effect on students'performance. It is more like an intervening concept that ripens in the supportive culture and effective management. In most of the cases literature supports the positive relationship betweenleadership traits and teachers' morale. Morale is more like the motivation of the person. Teachers' motivation is attempted to be explained by several factors and surprisingly pay incentives are found to be ineffective in creatingmotivation. Sylvia & Hutchinson (1985) asserted that teacher motivation is the

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outcome of the freedom one enjoys at workplace, achievement of roles and responsibilities and other intrinsic work elements. Factors like merit pay have proven to be counterproductive.These intrinsic factors like independence andliberty to try innovative ideas are related to leadership style because these are the factors that is provided only by a supportive leader.

This research is intended to unfold the qualitative aspects of the relationship between leadership practices and its related outcomes. This study not only examines the teachers' perception about their institutional heads but also explicate the reasons of why they perceive such factors as important to them. Also teachers' behavioral and psychological outcomes that are identified above are studied as the result of their perceptions. Although the outcomes identified are one way or the other relates to the leadership style but this study explores whether the particular nature of the relationship is same as hypothesized or somewhat different in the selected case.

RESEARCH METHODOLOGY

This is the qualitative investigation of the phenomenonand University of the Punjab, Lahore is selected as a case. This approach incorporates in-depth study of a single case. This study is intended to deeply analyze the leadership style, faculty's perception regarding the leadership approach and the outcomes associated with it. Moreover triangulation method for data collection is adopted. Data is collected from twosources. At the first place teachers are interviewed in order to find their perception about the leadership approach of their respective heads and secondly heads are interviewed to get theirown perception about theirstyle. Case study approach uses this concept of dual informants which helps to validate the findings (Yin, 1994). The rationale for this approach is the validation of the data. According to Flick (2006) data from more than one source make it more valid and reliable.

Population of the study is the entire lecturers included in all the facultiesof University both at the permanent and contract basis. 3 faculties (Behavioral and Social Sciences, Commerce and Economics and Management Sciences) are taken into account due to the time and cost limitations. The rationale to have only lecturers in the population is that the lecturers are in the majority and hence the results can be generalized more accurately. A sample of 35 respondents is selected. The teachers selected as samples are permanent lecturers. Visiting faculty is not taken into account in this study. Sample is purposively selected for having at least 2 years of work experience in the university. Apart from the teachers heads of the institutes and departmentsare also interviewed for validating the results from the lecturers.

Semi-structured in-depth interviewing technique has been utilized as the method of the data collection. Interview guidesare designed flexibly in order to amend it according to the discussion taking place. Several questions are added during the interviews and some arerevised. Interview time and placeshave been decided through appointments 2 weeks before the schedule.Interviews lasted for 90 minutes on average.Interviews are recorded in the form of field notes and transcribed at the earliest to preserve the purity of the statements.

The procedure used to analyze and summarize the collected data was generating categories and developing themes, a process that was called content analysis. Similar patterns, themes and categories were discovered in different transcriptions of the interviews. Based on the opinions and the ideas of the respondents typologies are created and placed under the similar and coherent views. The findings are summarized by transcribing the descriptive data and placing it under the developed constructs.

Transcribed data is reduced to the meaningful minor themes or categories. This is done by identifying the similar themes from each transcription. These minor themes are then placed under the major themes that represent the most important findings of the study. There are several themes of the construct (leadership) that explain and describe it. Some excerptions from the transcription are also quoted for each code.

As described above the similar ideas and statements are placed under the minor theme and then similar minor themes are coherently categorized as the major themes. All the related themes are classified in the codes that are made of the construct. The construct here is the leadership and teacher's outcome. The codes of these constructs are made. Leadership is codified as:intellectual capacity, inspire a shared vision, interpersonal skills, cooperation and cohesiveness,democratic approach and evaluation. On the other hand different teachers' outcomes are identified and their major themes are identified as: morale, satisfaction, commitment of the teachers and extra role behavior exhibited by them.

RESULTS AND DISCUSSION

The codes and themes have been identified by transcribing the data. These codes as well as the major and the minor themes excerpted are discussed in detail and the key statements supporting the themes are quoted.

From the overall analysis of the data it can be said that teachers' perception about the leader's intellectual capacity is positive. They appear to be appreciative about the way the director stimulate the interest in the faculty and encourage them to take initiatives. According to them they keep their faculty focused and provide them with the adequate directions they need. They are satisfied and feel committed to their work. Since they feel that they are treated equally they has strong commitment with their institute. Director also appears to feel satisfied about his intellectual capability and feels that he always motivates teachers for taking initiatives. As according to Rowland (2008) the ability to enable others to act, and encourage the heart is highly related with the teachers' satisfaction similar patterns have been emerged in the data also.

The major theme that emerges from the data is the intellectual capacity. According to them they feel that the director has the strong intellectual capacity that not only provides him thrust to take initiative but also stimulate others to work hard. Director himself has positively response to these characteristics and hence appears to have the intellect. The perception of the director pertaining to his own ability to take initiative steps seems positive. Director himself admits that he has some constraints but wherever he has the empowerment they keep things updated.

Another important theme that emerged from the data is that the teachers also acknowledge visionary nature of the heads and feel that they have the ability to keep himself as well as his staff focused towards the overall goal of the university. Goal orientation is the quality that teaches feel is commendable.
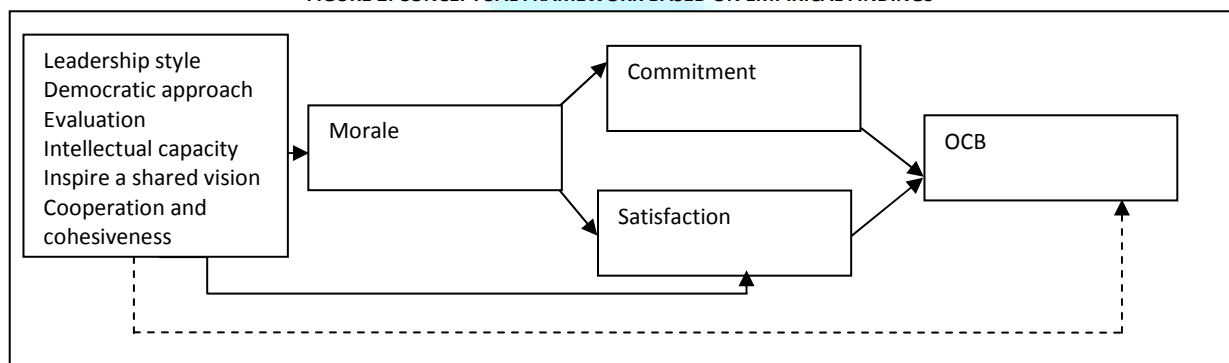
Participative approach is another important theme that has been identified by the data. Teacher has the very positive reaction about the issue of the input in decision making. They really feel satisfied and valued by having a say in the decision making. Wentworth (1990) listed the essential factors that determine teacher satisfaction and willingness to go for the extra role behavior and among them the top most is the input into decision-making that directly affects curriculum, instruction, and climate. Teachers feel recognized and appreciated and feel that they have the contribution in the institute. From this it can be inferred that the teachers feel satisfied. Although there are certain issues that are out of the sphere of their authority but in terms of courses, teaching methodology and books they have the discretion. Director is considered participative and teachers perceive that their opinions are being heard and are made part of the major decisions. According to them this helps to build trust and increase teachers' morale (Kouzes&Posner, 2002). Most of the responses reflect this pattern and teachers feel valued by having a major part in the decision making. Hence the major path that emerged is that participative style boast employees morale and createssatisfaction. The present study confirms the previous researches where there is found that the leadership style influence the subordinate behavior; as the behavior of the leader produces the motivation mechanism which consequently shapes the behaviorsof the individual in the organization (Shamir, 1993). It appears from the teachers interviews thathead of the institutions and departments have the special consideration towards the faculty problems and have the positive rapport with them. Teachers appreciate this quality and are really feel satisfied. When the teachers feel that their opinions and views are always considered their morale increases and they often think to take initiatives regarding the way they teach. Bass and Avolio (1997) have also endorsed this mechanism where effective leadership produces extraordinary outcomes in terms of increased commitment to organizational goals. This is done through raising follower awareness to the importance of achieving group goals, transcending self-interests for the sake of the team, and developing follower's needs to higher levels in areas such as achievement. Hence stimulating interest in the teachers and provoking the need to take initiatives results in positive outcomes especially extra role behavior. With this satisfaction they are always ready to help students and adopt the facilitative point of view. This relationship is also supported by the previous studies. According to them the leader is the single most important individual in developing the climate of the institute (Maxwell, 2001). Effective principals have a leadership style that establishes good interpersonal relations among teachers and initiates actions that lead to the attainment of the goals (Yukl, 2002). Collegial leadership meets the social needs of the faculty and the goal-achieving needs of the school. Principals treat teachers as

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professionals and are open, egalitarian, and friendly. Moreover, the principal sets clear teacher expectations and standards for performance. Hence this study also found that there is a strong relationship between the leader's interaction with the faculty and the extra role behavior

Director believes in encouraging teachers for their devotion and commitment. In turn this affects the teacher commitment towards their job as well as towards the institute.

But there are some areas where teachers feel that the director should pay attention. The most important one is the provision of the training and developmental programs that will ultimately improve the teachers' performance. According to them, although they have authority of inviting the people from the corporate sector but formal approvals are always necessary. Moreover teachers feel that there should be stronger link between their institute and corporate sector and this network can only be developed by the director's initiatives.

Through the review of analysis we can strongly infer that although teachers has certain issues regarding the academic policies but they feel encouraged and valued by the way director seek their participation in any decision. Hence the study clearly indicated that there is high level of participation from the faculty in the important matters of the department and institutes.It can be said that it is one of the important aspects of the academic climate that not only increase the performance of the institute but has enduring effects on the teachers' outcome. Opportunities for professional development and organizational climate endorse teacher collaboration and hence leadership style cultivates the satisfaction and the motivation of the teachers (Newmann,Rutter& Smith, 1989). Hence a processual link as shown in Figure 2 can be made through the evidences from the data. The data revealed some patterns that have modified the status of some dependent variables as mediating. Morale is hypothesized to be the dependent variable but it actually acts as a mediating variable between the leadership style and job satisfaction and job commitment. It can be strongly inferred that the faculty feel morally high due to their participation in the main academic areas. This high level of morale creates a sense of commitment in the faculty and they feel satisfied. Once the faculty feels satisfied and performs their roles and responsibilities with full zest and zeal they extend their domain of work and go an extra mile to help the colleagues and students as indicated by the respondents. Smith, et al. (1983) and Bateman and Organ (1983) conducted the first research on the antecedents of OCB, finding job satisfaction to be the best predictor. After two decades of research, job satisfaction is still the leading predictor of OCB (Organ, 1997). This is problematic because, descriptively, job satisfaction is in and of itself a challenging outcome sought by organizational managers. Hence this study also studies one of the contextual variable- leadership that helped to validate these research notions. A healthy environment characterized by participative leadership not only creates a learning culture but also improve the overall performance of the university.

FIGURE 2: CONCEPTUAL FRAMEWORK BASED ON EMPIRICAL FINDINGS

Source: Data Transcriptions

CONCLUSION

So from the data analysis and the above summarized pointsit can be significantly concludedthat the leadership style of theinstitutions and departments in the university appears to be participative. They feel that the directors major positive point is that he make the faculty participate in all decisions although the sole authority is not given but the their opinions and views are always encouraged. Hence the director has got the participatory leadership style according to the teachers. With reference to the model that is presented in the introduction, the director seems to appear at the4[th] level of the participative leadership style model. This emerges from the data analysis and the findings are validated by this model presented in the literature.

RECOMMENDATIONS AND PRACTICAL IMPLICATIONS

Drawing inferences from the results and conclusions lead to three major recommendations. These recommendations are meant to provide a morewidespread and deeper understanding of the relationships of the variables studied as wellas their relationship to student achievement. They are also meant to provide additionalinformation to aid and guide university administrators in a practical manner.First, the researcher recommends expanding the research to include both sector of universities as this study has studied Public Sector University only. There may be unique differences in the culture of universities that createdifferences in the relationship between teachers and administrators. Expanding the research over both sectors could provide greater insight into the relationship of leadership and teacher related outcomes.Secondly, expanding the research to include a quantitative aspect could lead to measurement of the strength of the relationships between the leadership style and the teacher's outcome. This is also recommended to take this case study as a ground and build the theory by conducting the research on the related disciplines of management.Third, it would be imperative to include measure of student achievement in future research in the conceptual model and analyze its linkages with on teacher outcomes like satisfaction, morale, commitment and extra role behavior, and leadership. This would expand the current knowledge in this area. Studentachievement is the key factor that is always the goal of improvement initiatives andprojects in educational institutions.

This study has many practical applications as well. The deeply analyzed leadership style of the institutes and departments, that is part of the management faculty in the university, will help in conducting the future studies on leadership. This study can give a fine picture of the style that the leaders as heads adopt in such a larger context. The findings of this study help to amend the practices according to the insights given by the teachers about their experiences. This study provides a fruitful insight into the teachers' perception and can prove a valuable work to the heads as well as the vice chancellor of the university. The deeper insight of the leadership style and the teachers behavioral and psychological outcomes can also be used in the future studies to examine its impact on the organizational effectiveness.

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