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TEACHER'S QUALITY PERFORMANCE AS A FUNCTION OF MANAGEMENT STYLE IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

Objective: *In educational management the relationship between head of the department and teaching faculty is one of the important factors for quality performance. The aim of the present research is to determine the effectiveness of transformational, transactional and passive/avoidant management styles in Selected Higher Educational Institutions of Pakistan through examining its relationship with performance of teaching faculties. Results would help us to recommend implementation of particular style of management for educational institutions of higher learning.*

Hypotheses: 1) There would be significant positive correlation of transformational and transactional management style in higher educational institutions with teacher's performance, and 2) there would be significant negative correlation of passive/avoidant behavior management style in higher educational Institutions with teacher's performance.

Methodology:

Participants: The sample comprises 60 Chairpersons/Heads of the departments and Directors of private and public sector higher educational institutions of Pakistan.

Material: 1) Introduction to Participants and Informed Consent Form, 2) Personal Information Form, 3) Multi factor Leadership Questionnaire Short Form, 6 S (MLQ-6S, Bass & Avolio, 1992) and, 4) University Teacher's Evaluation Rating Questionnaire (UTERQ).

Procedure: With the consent of the Vice Chancellors/Registrar/Dean of the faculty, the Chairpersons/ Heads of the departments and Directors were approached at their office. After explaining the purpose of the research they were requested to complete, Introduction to participants and Informed consent form and Personal information form, followed by administered of MLQ-6S which is related to their styles of managing their departments. Then they were requested to rate the previous two years performance of their teaching faculties on UTERQ. Scoring was made according to the standard procedures. Pearson product-moment correlation coefficient was applied for the statistical analysis of the data.

Results: The correlation of transformational ($r = .335, p < .01$) and transactional ($r = .306, p < .05$) style of management in educational institutions of Pakistan is positively and significantly related to the performance of their teaching faculties but the correlation of passive avoidant style of management although positive, it is not significantly related with the performance of its teaching faculties ($r = .129, p > .05$).

Conclusion: Results indicate implementation of combination of both transformational and transactional management styles in higher educational institutions of Pakistan for quality performance of teachers.

Limitations of study have been noted and avenues for future research have also been recommended.

Key words: *Educational Management, higher educational institutions, transformational transactional and passive avoidant management styles, Pakistani selected teacher's performance, implementation.*

INTRODUCTION

In higher educational settings management and leadership can be seen in different relationships. Teacher-student relationship, Chairperson/Director-Governing Board relationship, Chairperson/Director/Head of the department-teaching faculty relationship, head of the department-non-teaching staff relationship, head of the department-external academic source relationship, and many other relations of management are needed for the smooth running of educational institutions. The relationship between head of the department-faculty is one of the important factors in order to enhance performance of teachers. In higher educational institutions combination of leadership and management style of a chairperson is the key factor to determine positive relation between both of them.

Hence, in order to understand which management style adopted by heads of department to manage teaching faculty results in quality performance of teaching faculties, we need to first understand these management styles.

Transformational management is a practice in which leaders modify understanding of their colleagues and subordinate about, what is important for them and develops vision through which they look forward toward opportunities and challenges of their environment differently. Under their leadership individual, group becomes optimistic; as novelty is encouraged, through which they achieve expected performance. Further, they persuade their associates to make every effort to utilize their higher levels of talent maintaining moral and ethical standards. Hence inspirational motivation, intellectual stimulation, individualized consideration and charisma influence are some of the characteristics of transformational leader, whereas transactional leadership involves conditional reinforcement. Supporters are motivated by praise, or promises by the leader for reward. They are corrected through punishment in form of disciplinary action or negative feedback. Promotion is base upon achievement of expected performance.

Bass (1985a) proposes, as cited in Avolio and Bass (2004), “transformational leadership augment transactional leadership in predicting effects on associates’ satisfaction and other outcomes. Specifically, transformational leadership accounts for unique variance in ratings of performance above and beyond that accounted for by active transactional leadership.” Definition of transactional leadership has been expanded to educational, industrial, public and military sectors (Bass 1985a, 1985c).

Third type of management style can be considered as Passive/Avoidant Behaviour. Here management is more passive. It does not react to problematic situation analytically. Passive management avoids identify resolutions or even clarifying goals to be achieved by the followers. This style may have negative outcomes and is related to laissez-faire styles due to which it has a negative impact on subordinates.

Impact of Transformational, Transactional and Passive/Avoidant management Style Upon Quality performance of Subordinates

What is the management style responsible for quality performance?

It is a question for which different theorists came forward to give answers.

Recent researches indicate that admirable management is concoction of both transformational and transactional management. Transformational leadership enhances the effectiveness of transactional management; it does not substitute transactional management.

Literature of Dum dum, Lowe and Avolio (2002), Gaspar (1992), Fuller, Patterson, Hester and Stringer (1996) and Lowe, Kroeck and Sivasubramaniam (1996) point out that relationship of transformational leadership and performance appears to be more positive than transactional and laissez-faire style of leadership. Lowe et al., found more positive correlation of performance with all factors of transformational. However transactional contingent reward leadership was less positively related and negative relation of performance was found with passive management –by-exception (Avolio and Bass, 2004).

As cited in Avolio and Bass (2004), “Avolio and Bass (1991) proposed that transformational leadership would be most highly correlated with effectiveness followed by transactional and passive style of leadership (passive management by exception and laissez-faire leadership (Antonakis et.al.2003)”.

Significance of transformational and transactional management can be better identified through work performance, job satisfaction and achievement motivation of the employee. Results of research conducted on bank employee shows that to elicit higher level of satisfaction and performance among bank employees, manager/supervisors need to demonstrate transformational leadership attributes because it is directly and positively related to bank employees satisfaction on

the job (Awamleh, Enans & Mahate, 2005). Hence, performance and satisfaction may suffer due to complete dependence on transactional leadership style (Bass, 1985b; Bryman, 1992; Burns 1978; Peters & Austin, 1985).

Chan and Chan (2005) in their study found significant correlation of leadership outcomes of leader effectiveness, extra effort by employees, and employee's satisfaction with all factors of transformational leadership, whereas only three factors of transactional leadership were significantly correlated. It was also indicated that transformational leadership if add to transactional leadership then greater performance and satisfaction can result.

Contrary to above research results, the work of Rao and Sridhar (2003) indicate that there is no major effect of the style of management on the condition of job satisfaction of teachers. However Lee (2005) found that teachers are satisfied and committed to their work when they think that their principal can clearly visualize future of the school and go along with the vision , expect high performance, give individual support and accepts the group goals.

It is clear from the above literature that proper management of employees is extremely important in order to run any organization. If it is institute of higher education then knowledge of educational management is extremely important for the senior administrators of universities, colleges, deans, directors and departmental heads, as it helps to develop understanding of not only how to adopt the instructions that best suit the needs of the educational institutions, to supervise implementation of curriculum and admission policies but also it provides understanding of importance of leadership and management qualities in dealing with the students, teaching faculty and the board chaired by the Ministry of Education, Vice Chancellor, Registrar and Deans.

To enhance teachers quality performance and for quality assurance, proper management of educational institutes is needed based on the lines of quality research. Research in education and in educational leadership and management, has been heavily criticized in the United Kingdom for lack of quality and its applicability (Gorard, 2005). Hence intensive quality research is needed taking into consideration variety of aspects of educational management.

If proper educational management training is implemented then it is not a difficult task for the head of the department to manage the educational department in productive way. Unfortunately, commercial enterprises are much faster than institutions of higher education to realize the links between leadership and quality (Hurst, 1995).

Management of teaching faculties in Pakistan

With the increase of Higher Education in Pakistan the Higher Education Commission (HEC) Pakistan, has become more active in looking after the quality performance of university teachers. In order to enhance education, government has made it quite easy for the private sector to set up colleges and universities. According to Higher Education Commission Pakistan (2010), there are

132 Chartered Universities/Degree awarding institutes of Pakistan in Public (73) and Private Sector (59). It is noticeable from the work of Hamid (2005) that private sector in Pakistan is more concern with the quality assurance system, tries to handle more efficiently the staff and students, coordinate with them and collect reports for every activity in their institute. It also makes revision in curricula according to emerging global needs.

All private and public sector universities are answerable and submit their report to HEC Pakistan. To develop motivation in public and private sector teachers and quality control of educational management, Higher Education Commission (HEC), Pakistan has taken certain steps. In 2002, the Task Force arranged consultative seminars in different cities of Pakistan. One of the main concerns was the leadership and faculty of education systems. Participants were requested to convey reasonable way outs for obstacles in the performance of their institutions. Meetings of Task Force and its committees were followed by seminars (The Task Force, 2002).

Higher Educational Commission (HEC) monitors all degree-granting higher education programmes for quality assessment and is responsible for chartering both public and private institutions of higher education. Therefore all prescribed guidelines under which all institutions of higher education may open and operate are determined by HEC (Sedgwick, 2005).

Due to increased interest in obtaining higher education, the enrollment from 2001-2004 for Bachelor and PhD degrees increased. Although fees of private sector is high enough, yet there is an increase in the enrollment due to which Pakistan is able to produce higher educated people to run the nation (Xhaferri & Iqbal, 2007).

Unfortunately in Pakistan and few other Asian countries the tenure of the Chairperson of the public university educational department is three years and for the Director of the institute is four years. The administration is handed over to most senior teaching faculty. It is on rotation for three and four years respectively with no formal training of how to manage the educational department and if he/she is the Director of the institution, then preparation of yearly budget, getting it approved by Higher Education Pakistan, sending utilization reports, handling of contingency, salary of teaching faculty as well as non teaching staff, handling of their promotions and any other financial - non financial matter with the approval of Director Finance and the Vice-Chancellor of the University. The Chairperson is also supposed to resolve the conflict between employees and do justice, and keep an eye on the ongoing politics in the department and many more without any educational management training. When science teacher without educational management training is given charge of a department, the situation becomes still critical. As cited in Naim (2002), "still most tries to maintain the status quo. This means that they avoid taking any tough decision or disciplinary action against anyone. Even an outsider visiting the department can gauge this incompetence. Then there are those who do not want to part with the big chair. There are examples of senior teachers in some universities who declined to hand over the departmental charge to their designated successors and resorted to rallying political support from students and like-minded teachers in a bid to hang on to the chair." Therefore the training program of Higher Education management is needed in order to promote efficient management style that promotes quality performance of teaching faculty.

Since many years in western universities particularly program of Educational Leadership Graduate, PhD in Education /The Education Leadership and Management program are recommended for those giving importance to university education and management. (Education PhD degree programs online, n.d).

For uplifting management education, The South Asian Association for Regional Cooperation (SAARC) also plays an important role .This body was established due to collaborative efforts of seven countries of South Asia. The Association of Management Development Institutions in South Asia was recognized as a private institution to promote the spirit of SAARC among the business schools and management training institutions. (cited in South Asian Association for Regional Cooperation, n.d).

By existing estimates, there are more than 1700 Management Institutions in India, 98 in Pakistan, 21 in Bangladesh, 20 in Sri Lanka, 5 in Nepal and one each in Bhutan and Maldives (Amdisa Brochure, 2008).

Management Education encourages proper management in different areas of human functioning. In higher educational institutions, combination of leadership and management style of a chairperson is a mean to enhance quality performance of teaching faculty. Innumerable researches were conducted throughout the world keeping in view effectiveness of transactional and transformational leadership and management in a variety of sectors and across cultures. Above literature review indicate significance of management style in improving performance of human resource. How to manage teaching faculty so that their performance may be enhanced? is an important question, which was answered by different researchers. One important factor forwarded was of management style which was considered as important significant contributing variable in educational management. Although in western countries and few Asian countries vast number of researches have been conducted, however due to limitation of research in other South/South-East Asian countries there is constraint in offering training program of educational management for heads of the departments, directors of the Institutes and deans of the faculties. Hence it is need of time to conduct researches related to management style and teaching faculty so that other Asian countries as well, may draw implication from it.

Although in Pakistan in order to support research culture and to fill the gap in education, the Higher Education Commission Pakistan is facilitating its teachers; unfortunately, there is dearth of research in the area of educational leadership and management. Extent of effectiveness of transformational, transactional style and Passive /Avoidant of management in the educational institutions of Pakistan would help us to generalize the results in other countries of South and South-East Asia too and to give suggestions on its lines.

Research Objective

The objective of the present research is to fill the gap in our knowledge through 1) determining the effectiveness of transformational, transactional and Passive /Avoidant management of heads of selected higher educational institutions of Pakistan through examining its relationship with performance and 2) It suggests implementation of effective management style for South /South-East Asian countries in general and Pakistani educational institutions in particular.

Transformational, transactional and Passive /Avoidant Behavior educational management style in this research were taken as independent variables and relationship of these independent variables with performance of the University teaching faculties as dependent variables.

Hypotheses:

- 1) There would be significant positive correlation of transformational and transactional management style in higher educational institutions with teacher's performance, and
- 2) There would be significant negative correlation of passive/avoidant behavior management style in higher educational Institutions with teacher's performance.

METHODOLOGY

Participants

Participants consist of 60 Chairpersons/heads of different departments of 30 private and 30 public sector universities of province of Sindh and Punjab in Pakistan. It included 45 male and 15 female heads of the departments. Out of them 57 were married and 03 were unmarried. Their mean age was 52 years.

Measures:

The following forms were prepared:

Introduction to Participants and Informed Consent Form:

Introduction to Participants and Informed Consent Form for the heads requests the Chairman/Director/Head of the department /institute of public/private sector university of Pakistan to participate voluntarily in the study and if they are interested to participate, then they would be required to complete the followings:

*Personal Information Form

*Two questionnaires:

First, is related to their style of managing their teaching department and second is related to performance of their teaching faculty.

Personal Information Form

Personal Information Form included information such as, name, father's name, sex, date of birth, age, marital status, nationality, academic qualification, name of university where working, sector of university ,name of department, nature of service(temporary/permanent /contract/visiting faculty), designation, grade/rank, year of experience in present job.

Multi -factor Leadership Questionnaire Short Form, 6 S (MLQ-6S, Bass & Avolio, 1992)

The MLQ –6S of Bass and Avolio (1992) measures leadership style on seven factors making three styles namely Transformational Leadership, Transactional Leadership and Passive /Avoidant Behaviour.

It consists of 21 items which can be marked from 0-4 rating scale. Where 0= Not at all, 1= Once in a while, 2=sometimes, 3= fairly often, 4= frequently, if not always. These factors of 6S are grouped according to Avolio and Bass's (2004) definitions. The Transformational Leadership includes: Factor 1.Idealized influence (Item 1, 8 & 15), Factor 2.Inspirational motivation (Item 2, 9 & 16), Factor 3.Intellectual stimulation (Item 3, 10 & 17), Factor 4.Individualized consideration (Item 4, 11 & 18). The Transactional Leadership includes: Factor 5.Contingent reward (Item 5, 12 & 19) and the Passive /Avoidant Behavior includes: Factor 6. Management-By-Exception Passive (MBEP) (Item 6, 13 & 20) and Factor 7. Laissez-faire (Item 7, 14 & 21).

Scoring of Multi-Factor Leadership Questionnaire Short Form, 6 S in present research: Summing three scores of specified items = factor. Summing scores of factor 1, 2, 3 & 4 = Total Score of Transformational Leadership.

Total Score of Transformational Leadership / 04 = Composite average score of Transformational Leadership.

Total score of factor 5= Total Score of Transactional Leadership.

Total Score of Transactional Leadership /01 = Composite average score of Transactional Leadership.

Summing scores of factor 6 and 7= Total Score of Passive /Avoidant Behaviour.

Total Score of Passive /Avoidant Behaviour / 02 = Composite average score of Passive /Avoidant Behaviour.

University Teacher's Evaluation Rating Questionnaire (UTERQ)

The Proforma of Annual Confidential report of the academic staff of University of Karachi was utilized for the present research in order to evaluate the last two years performance of regular teaching faculty of department concerned. Name of the Proforma was changed to University Teacher's Evaluation Rating Questionnaire (UTERQ), with the consent of the Registrar, University of Karachi only for the present research. Instructions requested the heads of the departments to rate the last 02 years performance of their regular teaching faculty on ten-point rating scale (0-10) from Unsatisfactory to Outstanding, with additional not applicable category on following variables:

- **Professional performance**

It consists of 03 items related to sub factor of teaching, guiding research and personal research. Sum of 03 items is divided by 3 to have a composite average score.

Composite average score x 06 = weight cent score.

- **Co-Professional Performance**

It consists of 03 items related to sub factor of co-curricular activities, extra-curricular activities and publications. Sum of 03 items is divided by 03 to have a composite average score. Composite average score x 02 = weight cent score.

- **Administrative Performance**

It consists of 03 items related to sub factor of developmental activity, utilization of facilities and disposal of administrative work. Sum of 3 items is divided by 3 to have a composite average score. Composite average score x 1 = weight cent score.

- **Personality Behavior**

It consists of 04 items related to sub factors of resourcefulness, co-operation, integrity and punctuality. Sum of 04 items is divided by 04 to have a composite average score. Composite average score x 01 = weight cent score.

- **Overall evaluation score of performance of teaching faculty**

Sum of weight cent score of Professional Performance, Co-Professional Performance, Administrative Performance and Personality Behaviour = Overall evaluation score of performance.

Procedure

After taking consent for data collection from the Vice-Chancellor/Registrar/Dean of particular university, the heads of the departments were approached individually. The entire purpose of the research was explained to them together with the ethical concern that individual data would be kept confidential and it would be utilized for research purpose only. They were then requested to cooperate in data collection by completing the set of questionnaires.

First, they were asked to complete, Introduction to participants and Informed Consent Form followed by Personal Informational Form, Multi factor Leadership Questionnaire Short Form, 6 S and University Teacher’s Evaluation Rating Questionnaire. Slight change in instruction of MLQ 6S was made with the request to the heads of the departments to mark the description of their styles of managing the teaching faculty working under their supervision. They were required to judge how frequently each statement fits them.

Scoring of MLQ-6S and UTERQ of required 60 sets of the heads of the departments was completed through standard procedure as mentioned earlier.

Statistical Analyses

Inferential Statistics in present work includes correlation which measures the relationship between two variables.

RESULTS

Correlations of scores of different Pakistani management styles of selected university departmental heads with a) performance of their teaching faculties and b) with each style of management

Management Styles of Pakistani selected university heads		Performance of teaching faculties	Transformational management	Transactional management	Passive /Avoidant management
Transformational management	Pearson Correlation	.335(**)		.687(**)	.192
	Sig.	.009		.000	.141
	N	60		60	60
Transactional management	Pearson Correlation	.306(*)	.687(**)		.315(*)
	Sig.	.017	.000		.014
	N	60	60		60
Passive /Avoidant Behavior	Pearson Correlation	.129	.192	.315(*)	
	Sig.	.324	.141	.014	
	N	60	60	60	

* Correlation is significant at the 0.05 level

** Correlation is significant at the 0.01 level

Interpretation

Main Analyses:

1) The correlation of transformational ($r = .335$, $p = .009$) and transactional ($r = .306$, $p = .017$) style of management in educational institutions of Pakistan is positively and significantly related to the performance of their teaching faculties.

2) The correlation of passive avoidant style of management in educational institutions of Pakistan is insignificantly related with the performance of its faculties ($r = .129$, $p = .324$). In other words we can say that it is not significantly negatively related with the performance of its teaching faculties

Supplementary Analyses

1) Scores of transformational and transactional style of management are highly correlated with each other ($r = .687$, $p = .000$), which indicate that both styles of management act together and not as variable completely opposite to each other in educational institutions of Pakistan.

2) Scores of transactional style of management are also positively and significantly related to passive avoidant style of management ($r = .315$, $p = .014$), whereas scores of transformational style of management are insignificantly related to passive avoidant style of management ($r = .192$, $p = .141$) in educational institutions of Pakistan.

DISCUSSION

Analyses of the data indicate that the correlation of transformational style of management and transactional style of management is positively and significantly related to the performance of the university teaching faculties of Pakistan. High positive and significant correlation of both management styles with the performance of teaching faculties, clearly indicate effectiveness of transformational style and transactional style of managing teaching faculties of selected educational institutions of Pakistan. Therefore it appears that both styles of management act together and not as aspect totally contrary to each other. Hence our results confirm our first hypothesis that “there would be significant positive correlation of transformational and

transactional management style in higher educational institutions with teacher's performance". Moreover scores of transformational and transactional style of management are also highly correlated with each other which do not support the concept of Burns (1978) who perceived that transactional and transformational as reverse end of the scale, but it does go well along with the work of Bass (1985b), who viewed both the styles as not completely opposite of each other. Waldman, Bass, and Yammarino (1989) also reported similar findings that transformational leadership adds to the effectiveness of transactional leadership. Kirkpatrick and Locke (1996) also found association of satisfaction, organizational performance, group performance, and commitment with transformational and transactional styles.

Analyses further indicate that passive avoidant management style is also positively related to performance of faculties but the relationship is not significant. Hence our second hypothesis that, "there would be significant negative correlation of passive/avoidant management style in higher educational Institutions with teacher's performance", was not proved. This gives us the picture of Pakistani teaching faculties that even if the management is passive, it does not interfere with their teaching and they try to give somewhat positive quality performance.

Overall our results is similar to the work of Avolio and Bass (1991) as mentioned earlier, suggesting hierarchy of management as transformational, transactional and passive leadership style related to quality performance.

Conclusion

It is clear from the discussion that both transformational and transactional styles of management are playing similar role in managing the teaching faculties of educational institutions of Pakistan. Important thing to note is that passive avoidant style is also playing important role and does not seem to have negative influence on performance of Pakistani teachers. Therefore it can be said that quality performance of the teaching faculty is the function of transformational and transactional styles, with highly significant relation of performance with transformational management followed by transactional management. Passive avoidant style appeared to be least effective. Hence; it would be injustice to recommend particular style of educational management for region of South/South-East Asia, as both transformational and transactional management seem to function together.

Limitation of Study

Participants in the study were voluntary and do not represent entire management sample from the field of higher education in Pakistan. Although care was taken to collect data in ideal way by taking equal number of participants from both the genders and controlling their experience but practically it was not possible due to unavoidable circumstances.

Recommendations

Proper educational management training program may be implemented for senior university teachers before assigning them charge of the director/ chairperson/ head of the faculty. This will facilitate them in managing their teaching faculties in a way which would result in quality performance of teachers.

Avenues for Future Research

The work may be extended to four provinces of Pakistan and comparison may be made of management style of heads of the private and public primary and secondary schools and principals of colleges. The analyses would then provide us with good picture of effectiveness of different management styles in different levels of educational management.

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